

The
Progressive Music
Series

Teacher's Manual
Volume I
For First Second and Third Grades

CALIFORNIA STATE SERIES



SUPERVISOR OF MUSIC,
SAN FRANCISCO SCHOOL DEPARTMENT

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TEACHER'S MANUAL

VOLUME I

FOR FIRST, SECOND, AND THIRD GRADES

WITH ACCOMPANIMENTS FOR BOOK ONE AND ADDITIONAL
ROTE SONGS, FOLK DANCES AND SINGING GAMES.

THE PROGRESSIVE MUSIC SERIES

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VOL. I



CALIFORNIA STATE SERIES

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PREFACE

THE PROGRESSIVE MUSIC SERIES aims to realize two fundamental ideals: first, to assemble from all available sources the best music for school purposes; second, to organize this material into a plan of music instruction based upon approved principles of modern educational psychology. The editors and publishers have also taken advantage of all that present-day science has contributed to the art of book making.

The music material comprises the best that could be found in the libraries of America and Europe; original songs written by many of the foremost living composers; and characteristic folk songs, many of which were obtained from sources hitherto unavailable. In selecting the music for the series, the first concern of the editors was to assemble only songs of unquestioned merit from the standpoint of real musical worth. These approved songs, whether original or otherwise, were then classified with reference to their technical features and assigned to their appropriate places in the course. This plan assures that all the material of the series — whether illustrating a technical problem or presented for recreational singing — comprises only songs of unquestioned cultural value.

In the case of original contributions, the primary object was to obtain an unrestrained expression of the composer's individuality. Genuine interest in the series and complete coöperation on the part of the composer were secured through personal interviews. As a result the series is able to offer a large number of beautiful and original songs by eminent composers — songs which represent the composer at his best and give free expression to his individual style and manner.

The pedagogical plan of the course is the result of many years of practical classroom experience. It takes into careful consideration every element which has contributed to the remarkable advance in public-school music in this country. Every step advocated is in thorough accord with the conclusions of the leading authorities on child study and educational psychology.¹

Teacher's Manual, Volume I, offers a thoroughly organized plan of music instruction with directions and outlines of the work in the first, second, and third grades: it may therefore be called a manual for the *Sensory Period*.² It also includes a large number of rote songs in addition to those which appear in Book One, a group of folk dances (with directions for teaching them), as well as accompaniments for most of the songs in Book One. A simple system of cross references facilitates the use of the Manual in connection with Book One, and the index of songs in the Manual gives the page references for both books.

¹ See page 7, where a list of important works on educational psychology is given.

² See Introduction, page 3.

Book One and Teacher's Manual, Volume I, provide all that is necessary in material and method for the music instruction of children in the first three grades.

The Teacher's Manual is in no sense intended to supplant the work of the supervisor, but is designed to relieve him of the necessity of giving technical directions to teachers and of spending a large proportion of his time in planning the mechanical details of music instruction. Thus relieved, he may devote a larger share of his efforts to the artistic and inspirational side of music work.

The study of the monthly outlines will show that there is provision for ample drill in each successive step. This drill is based upon the song material and is concrete, definite, and progressive. Each recurrence of a song in the outline is for a *different purpose*; new beauties are revealed, new ideas are developed, or new viewpoints are disclosed. These repetitions are necessary if the child's *sensory* contact with music is to be sufficiently definite and complete to insure him the basal concepts upon which to build his musical education.

The material for the fourth, fifth, sixth, and seventh grades (the *Associative Period*¹) is given in Books Two and Three and Teacher's Manuals, Volumes II and III. The Manuals contain outlines and directions for these grades, as well as accompaniments for most of the songs in Books Two and Three; they may therefore be considered manuals for the *Associative Period*.

Grateful acknowledgment is due to Miss Grace Barr and Miss Mabelle Glenn for their aid in the preparation of the folk dances and singing games in this Manual.

¹ See Introduction, page 3.

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PEDAGOGICAL OUTLINE

Showing the successive steps in the pedagogical plan of this series, with the grade and month in which each topic is first presented

- | | |
|---|---------------------------|
| 1. Teaching of Rote Songs | First Grade, First Month |
| 2. Rhythmic Development (Through rote songs, folk dances, singing games) . . . | First Grade, First Month |
| 3. Ear Training: Singing with "loo" or other Neutral Syllable | First Grade, Sixth Month |
| 4. Ear Training: Recognition of Phrase Repetition | First Grade, Sixth Month |
| 5. Ear Training: Application of <i>so-fa</i> Syllables | First Grade, Sixth Month |
| 6. Ear Training: Study of Motives and Figures | Second Grade, First Month |
| 7. Eye Training: Presentation of Notation (Familiar songs from blackboard and book) | Second Grade, Sixth Month |
| 8. Eye Training: Visualization Drills (Figures) | Second Grade, Sixth Month |
| 9. First Reading of New Songs (Teacher assisting). | Second Grade, Ninth Month |
| 10. Sight Reading (Independent reading of new songs) | Third Grade, Sixth Month |

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THE PROGRESSIVE MUSIC SERIES

TEACHER'S MANUAL

VOLUME I

INTRODUCTION

MODERN EDUCATIONAL IDEALS

THE educational ideals of the present day, influenced by psychological research and child study, have brought about many changes in elementary school standards, aims of educators, and methods of teaching. In all branches educators are now agreed that the material used must be intrinsically interesting; that it must possess elements of permanent value; that it must appeal to the minds and interests of the children for whom it is intended; and that the methods of presentation adopted in any given grade must apply to the stage of mental development characteristic of that grade. In other words, the subject matter and the pedagogical scheme must be adapted to the children, instead of adapting the children to an adult's comprehension of subject matter, or to a logical and empirical pedagogy.¹

STAGES OF DEVELOPMENT

Modern psychological and pedagogical investigators have established the fact that there are three well-defined stages in the physical and mental growth of children, extending through and beyond the Primary, Intermediate, and Grammar grades. These are: first, the *Sensory Period*, beginning with infancy and continuing into the third grade, which is transitional; second, the *Associative Period*, extending through the fourth, fifth, and sixth grades, the seventh being another transitional grade; third, the *Adolescent Period*, usually beginning in the seventh grade and continuing through the eighth grade and into the high school.²

1. The Sensory Period

The Sensory Period is marked by extremely rapid physical growth, accompanied by a lack of the finer muscular and mental coördinations. It is a time of physiological development and sensory activity, dealing with objects and concrete experiences. Interest is sporadic and is more concerned with the activity itself than with its product. Suggestion, fancy, imagination, keen observation, and imitation play a large part in the child's life. Impressions and stores of experience are being gathered which later become the foundation stones of the child's educational structure.³

¹ See McMurry, "How to Study," page 53; Partridge, "Genetic Philosophy of Education," pages 99-101.

² See Partridge, "Genetic Philosophy of Education," page 73.

³ See Tyler, "Growth and Education," pages 131-145.

2. The Associative Period

The Associative or Drill Period is distinguished by comparatively slow physical growth. Teething has been completed, and the brain has grown to nearly the adult size. The finer adjustments and coördinations of the body and of the mind are now accomplished with greater ease; physical feats requiring dexterity and skill are easily performed. "There is great endurance, strong vitality, and excellent resistance to mental fatigue. Memory is quick, sure, and lasting. Never again will there be such susceptibility to drill and discipline. There is interest in the product of activity, and no longer entirely in the activity for its own sake."¹ The child is associating the experiences gained through sense development, and is classifying and organizing them into usable related groups.

3. The Adolescent Period

The Adolescent Period is again characterized by rapid physical growth, described by Magnusson as an "enlargement of the plant" requiring so much energy that there is little left for "current expenses." The period marks the maturing of the child into young manhood or womanhood and is accompanied by changes in the mental life as radical as those manifested in the physical life. The emotions dominate the individual; in fact, the whole significance of adolescence is emotional; strong social, moral, and religious convictions are prominent characteristics.

In these years the molding of character, the development of high ideals, and the forming of good taste and artistic discrimination are of great importance.²

PEDAGOGICAL CONCLUSIONS

1. The Sensory Period

It is obvious that the child's sense experience with music, which he gains through the sense activity of the ear, must be based upon real music, real songs; for these, and not the scale or technical exercises, represent the concrete in music, in which the child is naturally interested. It is also apparent that the songs chosen must be intrinsically beautiful and not too long, if we would succeed in holding his sporadic attentive powers; that they must appeal to his interests, and arouse his imagination.

Like language experience, the child's early musical experience must be acquired by imitation, for this power is his strongest faculty at this stage. Therefore these songs are designated as "rote songs," to be learned by imitation. The child must be saturated with rote-song experience: he must be

¹ See Magnusson, "Psychology as Applied to Education," page 222.

² See Hall, "Educational Problems," page 123.

taught to love music and to love to sing; to sing with light, mellow tone quality, and to express his feelings in an artistic manner through the songs he loves. This training of the voice and developing of the ability to sing artistically are in thorough sympathy with the psychological characteristics of the period. The child learns by observing, by imitating, by doing the thing himself.

He must be taught to hear accurately and to express accurately what he hears, just as in the language-learning process. He must be made conscious not only of the song-wholes which interest him, but also of the smaller tone groups of which the songs are composed.

The first studies must be analytical in their nature, beginning with familiar song-wholes, and working toward the smaller constituent elements. Later these elements are to be synthetically recombined by the child so as to give him a new and more intimate conception of the original song-whole. Still later, in reading new songs, the child will be called upon to make use of these familiar elements in grasping the musical ideas embodied in the new wholes.

A definite tone vocabulary and a feeling for tonality and rhythm are thereby developed, which will later prove indispensable in the analysis and intelligent reading of new songs from notation. The power to think in tones and in tone relationships corresponds to the ability to think in a language, to comprehend the meaning of words used to represent familiar ideas, and to express thoughts and feelings in that language. It is a fundamental principle that experience with objects and facts must precede the study of the symbols which represent them.¹

2. The Associative Period

The Associative Period is the time for independent work in music, for formal drill in the various tonal and rhythmic combinations until automatic control of them is acquired. Here, if at all, independent power in sight reading and interpretation is to be realized. Psychologically considered, it is the proper time for this type of study. The children are ready and eager for hard work, for memorizing combinations, for drill, for solving problems independently, in short, for technical mastery. Attention must become more voluntary, less sporadic. The continued use of beautiful songs, arranged in such sequence in the books that topically the problems to be mastered will follow in natural and logical order, will be the best means of securing voluntary attention. Through such topical arrangement the new in experience is related with the old and the development is logical, "from

¹ See Colvin, "The Learning Process," page 92; McMurry, "Elementary School Standards," page 102; Gilbert, "What Children Study and Why," page 264.

the known to the unknown." There is no excuse, in the light of present-day researches, for a haphazard and heterogeneous arrangement of song material, nor yet, on the other hand, for recourse to the use of mechanical exercises, or "study" songs without life or inspiration, merely for the sake of the problem involved.

In this series tonal and rhythmic problems are classified and studied with absolute definiteness and attention to minute details. In Books Two and Three, which cover the work of the Associative Period, the songs embodying these problems are organized into chapters. A fundamental principle is that where the introduction of new tonal problems is involved the rhythmic ideas should be familiar, and, vice versa, where the introduction of a new rhythmic problem is involved the melodic ideas should be familiar. Generally speaking, four steps are necessary for the logical unfolding of a musical problem in the Associative or Drill Period: (1) a review of a familiar song which embodies the problem; (2) a clear statement of the problem to the pupils; (3) definite and thorough drill on the problem, isolated from the context; (4) application of the mastered problem in reading new songs in which it occurs.¹

The first step brings to mind the fact that the use of rote songs is continued through the fourth and fifth grades, although in far less proportion than in the primary grades. The object is twofold: first, continually to bring the children into contact with beautiful and inspired music not limited to their immediate technical powers; second, to provide actual experience with new musical effects, gained unconsciously by imitation, which later are to be consciously studied as problems and mastered.

3. The Adolescent Period

The Adolescent Period reveals characteristics markedly similar to certain of those in the Sensory Period, e.g., a rapid physical growth accompanied by somewhat lazy physical and mental habits. It is not a favorable period for exact attention to detail, nor for drill in mechanical precision. It is, as we have seen, an age of emotionalism, for the development of the finer sentiments and feelings. The child is becoming conscious of himself as a factor in the race, as an integral part of society. The "gang" spirit is in the air and should be recognized in the music work. "Team work" finds its expression in part singing.

Music should be selected to make a strong appeal to the emotional side of the adolescent pupil. Here, if anywhere, music of sheer beauty of melody and of appealing harmonies must be used if it is to hold the interest of these young

¹ See Bryan, "Basis of Practical Teaching," pages 176-178; McMurry, "Elementary School Standards," pages 104, 105.

people. Much singing, with constant play on the feelings, is the keynote to success here. It is not wise even to insist on too exact details in the interpretation, involving much repetition and drill. Encouragement rather than criticism is needed; inspired leadership rather than critical authority.

Time may profitably be devoted to the study of the great composers as the equals of other men of achievement; an interest in their works is enhanced by such study, and the pupils' viewpoints of life and of history are broadened. The graphophone and the player piano have here a great mission to perform in the development of musical taste. Study of the form-structure and of the thematic divisions of the larger works will prove both interesting and profitable.

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PART ONE

GENERAL SUGGESTIONS FOR THE PRIMARY GRADES

I. SONG MATERIAL

1. Quality

THE songs chosen for the development of musical experience must possess elements appealing to children; also, if the highest aims of modern education are to be realized, they must possess elements of distinct permanent value.

It is contended that all literature is a development of the legends, myths, fairy tales, and folk rhymes which were handed down from mother to child, by word of mouth, for centuries before printed books were in common use. Many of these stories, differing only in details, are familiar to so many different nationalities that this theory of the origin of literature in racial development has received general acceptance. Acquaintance with these tales is admittedly the child's natural heritage. They not only appeal to all children, but they possess those elements of permanent value which make of them the stepping-stones to an appreciation of universal literature.

This is equally true of the development of the musical experience of the race. Folk songs and rhymes, folk dances and singing games, played a large part in the life of all peoples long before staff notation had been developed. Songs were learned by ear and passed on from generation to generation. This process is still going on in the musical life of European peasants and of primitive people of the present day.

Since it is generally agreed that the growth of modern musical literature has been strongly influenced by folk music, he who would understand and appreciate the higher forms of musical art should become familiar with the beginnings of music as expressed in the folk-song literature of different nations. The early years of child life are the years when much of this folk music makes its strongest appeal.

The authors of the Progressive Music Series, recognizing this fundamental principle, have included in Book One and Teacher's Manual, Volume I, a large number of folk songs, as well as singing games and folk dances, selected from the widest variety of sources. Art qualities, inherent interest, directness of appeal, simplicity of form with repetition as a principle, have been the criterions upon which their selection has been based.

There are also many songs by the great composers of the past, as well as original contributions to these books by the best-known composers of the present day.

No abstract phases of music such as scales, mechanical exercises, or so-called "studies," no meaningless melodies barren of individual charm or interest, have been given a place. The use of art material of the highest quality has been an ever-present ideal.

2. Organization

The songs of Book One have been grouped into chapters according to their most prominent melodic characteristics. As in the early folk tales the repetition of characteristic phrases is an essential, so the repetition of characteristic phrases is a fundamental principle in early folk music, and is a prominent feature in the songs of Book One.

Part One of Book One consists of five chapters. In Chapter I, the melodies are based principally upon the tonic chord, or the *do-mi-so-dō*¹ idea. The chord idea is elemental, or common to nature. The natural tones of trumpets, bugles, etc., are along the line of the tonic chord. The same is true of strings, a piano string giving out its fundamental tone and an ascending series of overtones, the more prominent of which belong to the major chord. In tracing sources of musical ideas in primitive races, it is significant to note that they are based largely upon chord relations rather than upon any given scale, the scale being a later development in the evolution of music. As in colors or in space relations, children distinguish large differences more easily than minute ones, so in music, larger differences in pitch are more easily distinguished than smaller differences.

In Chapter II, the melodies are based principally upon the tones of the tonic chord with their active neighboring tones, as *do-re-do*, *do-ti-do*, *mi-fa-mi*, *so-la-so*, etc.

In Chapter III, we find scale figures, such as *do-re-mi*, *mi-fa-so*, *so-la-ti-dō*, etc., which recur frequently.

In Chapter IV, greater variation is given to these scale figures through sequential repetitions higher or lower in the key.

In Chapter V, the progression of melodies by skips, or intervals, is the prominent characteristic. The sequential repetition of these interval figures is noticeable. The chapter also includes songs with sequential chord figures.

Part Two of Book One contains simple study songs which are composed mainly of musical ideas made familiar to the children through the study of the songs in Part One. These are to be read by the children with the help of the teacher through the unfamiliar passages. As may be noted by

¹ A line above the syllable denotes the upper octave, a line below denotes the lower octave.

comparing chapter headings, the musical ideas in this part of the book are organized upon the same basis as those in Part One. For instance, in Chapter VI the songs are based principally on tonic-chord motives and figures, as was the case in Chapter I; Chapter VII corresponds to Chapter II, etc.

Part Three contains a number of miscellaneous songs to be read at sight by the children without the assistance of the teacher. The teacher may, however, see fit to give suggestions which will direct the children in intelligently analyzing the new song into its smaller divisions or in reducing phrases to figures; these figures in most cases will be found to be already familiar.

Part Four contains a number of art songs and rote songs for recreative singing and for developing musical feeling and artistic interpretation. When learned, they should be sung with piano accompaniments wherever possible. The accompaniments will develop a sense of harmony and will appeal to the imaginative nature of the children. Accompaniments to these songs and to many of the other songs throughout Book One will be found in this Manual.

3. Development

In presenting music material to children, and in the development of their musical experience from the imitative rote-song stage to the point of intelligent sight reading of new songs from notation, the pedagogical steps will be very similar to those prescribed by modern approved methods of teaching language reading.

Six Pedagogical Steps¹

First Step. Teaching rote and observation songs for musical experience and oral expression.

Second Step. Concentrating attention upon the purely musical aspects of the songs by singing with "loo" or some other neutral syllable, with the observation of phrase repetition as a fundamental principle.

Third Step. Application of the *so-fa* syllables to familiar songs; the syllables to be learned by imitation, as a final stanza.

Fourth Step. Observation of motives and figures; definite ear training for the purpose of developing a vocabulary of musical ideas.

Fifth Step. Presentation of familiar songs in staff notation; observation of familiar motives and figures as represented by staff pictures; drill in rapid visualization.

Sixth Step. Beginning of the synthetic process. Recognition of familiar melodic figures in the notation of new songs which are read by the children with such assistance from the teacher as may be required.

¹ See Gilbert, "What Children Study and Why"; Huey, "Psychology and Pedagogy of Reading"; Briggs and Coffman, "Reading in the Public Schools"; Charles McMurry, "Special Method in Reading"; Frank McMurry, "Elementary School Standards."

II. TEACHING ROTE SONGS

1. General Directions

The first essential in the presentation of a rote song to children is to arouse their imagination and the undivided attention which comes from genuine interest. This the teacher may accomplish by singing the song at convenient times on several successive days. Her singing should be as spontaneous, enthusiastic, and expressive as she can possibly make it. Light quality of tone, distinct enunciation, and a feeling for dramatic values in expression are of the greatest importance. Appropriate gestures and an expressive countenance will add materially to the expressiveness of the voice, and will be reflected in the faces and in the singing of the children. While gestures will attract the interest of the children, they should never be exaggerated to a degree which would interfere with the artistic use of the voice or which would divert the attention from the song. It is vital that the first impression which the children receive of a song be well-defined, clear, and distinct, if they are to be enabled correctly to imitate the teacher.

Since it is important that the pitch of songs be kept within the natural high range of the children's voices, the teacher must refer constantly to an instrument or to a pitch pipe to make sure of the correct pitch.

Furthermore, the pupils' singing at all times should be as beautifully expressive as possible, always under the inspiring guidance of the teacher.

2. First Presentation

After the children's interest in a song has been aroused through hearing it on several successive days, they will be eager to learn it. The teacher will first sing the song, and in a brief conversation will bring out the story and explain any unfamiliar words. Next, she will sing the first phrase clearly and distinctly, asking the children to repeat it. When the first phrase has been learned, the second may be taught in the same manner. This accomplished, the teacher will join the first two phrases, and have the children do likewise. She will then present the third and fourth phrases in the same fashion, and join these. Other phrases should be taken similarly.

The next step is again to sing for the class the entire stanza, which they will now be prepared to imitate as a whole. With one stanza of a song memorized, it is well to take up new songs, or to review familiar ones, rather than to weary the children by the many repetitions required to learn additional stanzas. These may be memorized on succeeding days.

If the children fail to imitate a whole phrase correctly, it may be necessary for the teacher to break the phrase into its natural melodic divisions, designated as *motives* and *figures*. She will sing each figure separately,

asking the children to imitate, then will join the figures, requiring the children to sing the phrase as a whole. The phrase must always be considered as the unit of musical thought. For instance, in the song "Lady Bug," on page 18 of Book One,¹ the first phrase is "Lady bug, lady bug, how do you do?" This phrase divides itself naturally into three melodic divisions called figures, which correspond to the words "Lady bug" of three tones, the following words "lady bug" of three more tones, and "how do you do?" consisting of four tones. The natural grouping of tones expressing musical ideas should guide the teacher's ear in breaking a phrase. If in doubt as to the proper division of the phrase, the teacher is advised to consult the song analyses in the outlines for the second grade.

3. Singing by Groups and Individuals

In music as in other subjects, the teacher soon detects varying degrees of aptitude in the pupils of her class. She should train her ear to hear individual voices while the class is singing. Those pupils found to be singing out of tune, or singing on one tone, should be asked to keep quiet and to listen. It is a good plan to seat these children toward the front. Those who seem to imitate accurately after one or two hearings, and are found to be singing consistently in tune, should be seated in the rear; while those who seem dependent, or unreliable, or who require numerous hearings before they can imitate a given phrase correctly, should be placed in the middle seats of each row. Thereafter the class will be seated in three groups: the leaders or more musical children in the rear, the less musical in the middle, and the monotones or musically defective pupils in the front seats.

In teaching a rote song, the teacher should ask all the children to listen, but permit only the first group to repeat after her; after several additional hearings from the teacher and the most musical children, the second group will be ready to make the effort. The children of the third group require individual attention.

Following this group plan of instruction, it is important that each child be given frequent opportunities to sing short songs or single phrases individually. This enables the teacher to correct individual faulty impressions of the melodies and defects of intonation, tone quality, and articulation.

Individual singing should be carried on consistently, probably one-half of the time being devoted to this phase of the work. In the observation of phrase repetition, in applying the *so-fa* syllables, and in the study of recurring motives and figures, individual recitations should frequently precede class recitations. In the observation of the staff notation of familiar songs, in the drills in rapid visualization of figures familiar through ear training, and

¹ Teacher's Manual, page 198.

in the early attempts at sight reading, the value of individual effort can hardly be overestimated.

Singing, by its very nature, being peculiarly adapted to concert work, there is always the temptation to permit the few leaders to "carry" the class. The conscientious teacher will be alert to recognize such a condition and will direct her attention toward the development of the less musical children by giving them individual practice in singing. It is through the development of individual power that the standard of class efficiency can best be measured.

III. THE VALUE OF ARTISTIC SINGING

Teachers should never lose sight of the fact that music is a large subject, consisting of many branches. There is vocal music, with all its phases of solo work, opera, and oratorio; instrumental music, with all its branches, culminating in the grand orchestra; theoretical music, leading up to the art of composition; and history of music and biography of musicians. The time allotted to music in the public schools is obviously too short to cover all these branches, even in the most meager fashion.

What we can do and must do is to develop the desire to sing, and to teach the children how to sing, how to express their feelings through music and the medium of their own voices. Sight reading, with all its mechanical details, is only a means, though an important one, to the larger end of being able to sing and loving to sing. The desire to hear good music and the ability to appreciate it will be a natural outgrowth of this attitude toward school-music study.

No theoretical details should be taught which do not bear directly on the problem of interpreting the printed music page in an artistic manner, eventually by the child's own power. Contrary to many individual opinions, the music work of the school is not to teach theoretical facts with an aim to lessen the tasks of private teachers who may be teaching instrumental music to a small percentage of the class. On the contrary, the teaching of singing, of artistic interpretation with beautiful tone quality, should be the constant aim in public-school music.

The development of the imagination, of inspiration and spontaneity in the expression of vivid, vitalized emotional declamation through song, is of the highest cultural importance. Singing games and dramatized songs should be acted by some of the class while the other children are singing, in order to infuse the interpretation with reality. Dramatizations, however, should not become so elaborate as to deflect the interest of the children from the musical essentials.

No singing should ever be allowed to lapse into mere listless mechanical repetition of songs, to occupy time while the teacher is busy at her desk.

Every singing exercise should have the enthusiastic coöperation of the teacher, who is the leader of the children, intellectually and spiritually. Every phrase should be sung beautifully, and should express a real sentiment or emotion felt by the children. It is the mission of music to express feeling; this must be emphasized if music is to come into full power in the school. The heights of music are reached only in the expression of feeling; its supreme significance is spiritual and its most glorious medium is the human voice.

IV. THE CHILD VOICE

1. Preservation and Development

Every child endowed with normal hearing and a normal speaking voice can be taught to sing. The characteristic qualities of the unspoiled child-voice are its lightness, sweetness, and flexibility. It is natural that this should be so. The vocal organs of the child are small and delicate as compared with those of the adult. Any forcing of this delicate mechanism for loud, harsh effects or deep tones is bound to cause strain and will in many cases result in permanent injury. Small, delicate instruments produce high and light tones. Consequently the child can produce high tones with perfect ease, when these tones are sung lightly with little breath pressure.¹

The singing of the children should at all times be light, sweet, and melodious, without strain or effort. The use of coarse, reedy tones is positively harmful to the voices of young children. Pupils should be required to sit in an erect yet relaxed position, and should be taught how to take a deep breath, as in smelling an imaginary rose. Encourage the sustaining of an entire phrase with a single breath. Defects in articulation and in the forming and sustaining of vowels should be corrected by imitation.

Good tone quality should be the result of an endeavor to express the poetical and musical mood of the song. The teacher should appeal to the instinct for the beautiful by kindling the imagination. Infusing the spirit of reality into the child's singing of a lullaby, for instance, will accomplish more sure and lasting results in the child's artistic use of the voice than any mechanical device. This is in accord with well-established psychological and pedagogical principles.

The children may express joy and happiness in their singing, but never boisterousness. The habitual and mechanical "hushing" by the teacher, however, only serves to suppress emotional expression, and devitalizes the singing without necessarily improving it. So-called "soft singing" may be only less harmful in degree than loud singing. A breathy, hushed, stifled tone is not pleasing to the listener, nor is it at all an indication of good vocal habits.

¹ See Dawson, "The Voice of the Boy."

Songs the children know and love may be used for vocal training. The syllables "loo," "koo," "no," "may," "me," "lah," etc., should occasionally be used in vocalizing the songs. The teacher should see that the vowels are pure and that the muscles of the neck and face, especially the jaw, lips, and tongue, are loose and relaxed. Merely telling the children "to relax," however, will not secure the result. The teacher should sing pure, sweet tones herself, vocalizing a familiar song. She should call attention to the free, light, sweet quality of her own voice, to her freedom and lack of strain in producing the tones, to her pleasant facial expression and shaping of the lips. It is of little use to demand that the children sing sweetly if the teacher's own singing is harsh, disagreeable, and full of impurities in articulation and enunciation. The power of imitation is the child's strongest mental asset. If good models are given constantly, the child will soon learn to imitate them.

One cause of the raucous, disagreeable quality so often heard in children's singing is the habitual abuse of the vocal organs on the playground. Children should be cautioned against unnecessary yelling, screeching, and shouting. The teacher should frequently talk to them on vocal hygiene as she does on the care of the other organs. We take time to talk to the children on cleanliness, on the care of the teeth, the eyes, etc.; why not also on the importance of taking care of the voice? The possession of an agreeable, well-modulated speaking voice is in itself a desirable asset in the social and in the business world. The use of the voice in singing has a direct influence upon the speaking voice.

The teacher should talk to the children about great singers and the possibility of there being future great artists among her own little flock. The setting up of ideals and of ambitions along this line is as worthy as in other lines. The use of the graphophone to enable the children to hear the voices of great singers so as to inculcate these ideals will prove of lasting value and may preserve the voices of future artists of the next generation.

2. Special Training for Less Musical Children

The children who have been found, through individual tests, to be singing out of tune, may be divided into four classes. The skillful teacher will exercise her ingenuity in diagnosing each individual case and in treating it according to its specific needs.

First, there are children, by no means monotones, who, through lack of attention or concentration, are listless and sluggish in responding to musical impressions. It is only necessary to arouse the imagination, the interest, and the enthusiasm of such children to secure that spontaneous attention which will soon yield fruitful results. Once genuinely interested, these children will learn to sing well through the mere doing of it.

Second, there are those who readily distinguish between songs and phrases but who lack skill in reproducing them. These pupils hear accurately but are deficient in the ability to reproduce what they hear. Through lack of practice in the coördination of the vocal organs with the musical idea in the mind, through loud, harsh singing or abuse of the voice on the playground, the vocal organs fail to respond to the impulse of the will to sing. These children need practice in the voluntary control of the voice, skillfully directed and assisted by the teacher. Faults in breathing must be corrected, rigid throats must be relaxed, defective articulation must be remedied. Above all, the imagination of the children and the desire to sing must be aroused. Light, sweet tones must be given as models for them to imitate.

It is often the case that the singing of a musical child in the class will be more readily imitated than that of the teacher. The child who is receiving individual help should be encouraged to concentrate his attention upon the face of the one acting as teacher. A roving eye is an indication of wandering attention.

Third, there are pupils who fail, in varying degrees, to distinguish between musical ideas, or who seem to lack what we have been accustomed to call a "musical ear." Two general types may be included in this third class: first, children in whom the tonal sense is defective; and second, those deficient in rhythmic sense. A third group might include children lacking in both.

Some children recognize certain songs and fail to recognize others. These children probably possess strong rhythmic sense, and recognize songs with strongly marked accents or characteristic rhythms but fail to recognize tunes with a less accented melody. These children are defective in pitch recognition, and in extreme cases sometimes fail to recognize a single song familiar to the class, or even to distinguish between high and low tones. Children deficient in pitch recognition require oft-repeated, striking, and clear-cut impressions of bits of melody. Pitch memory, like memory in other lines, will depend upon the frequency and recency of these melody impressions. An entire phrase will prove too long for their untrained ears and memories to retain. Each phrase must be broken up into motives, or into figures embodying elemental tonal relationships which are sharply defined and contrasted.

Again, in other cases, the rhythmic instinct has not yet been awakened. Some children have not learned to march in time to music or to keep step with their mates. Children rhythmically deficient must have this instinct aroused through marching, skipping, clapping, singing games, folk dancing, and the like. The feeling for rhythm, developed through muscular response from the larger muscles of the body and limbs, will, in time, enable the child to control the finer muscles of the vocal organs.

Children lacking the "musical ear" demand the utmost skill, patience, and persistence on the part of the teacher. Where possible, time should be taken outside of the regular music lesson in order that the interests of the class may not suffer. Permitting children to sing out of tune or time with the class not only mars the class singing but tends to confirm vocal faults into fixed habits.

Fourth, and finally, there is the class of children who are abnormal or physically defective in the organs of hearing or in the organs of speech or both. It is obvious that children with deficient or imperfect hearing should be permanently seated in the front seats near the teacher.

In most cases, these children, as well as those suffering from defective vocal organs, should be brought to the attention of a medical specialist. The teacher may often confer a lasting favor upon the child by calling the attention of his parents to such defects.

It is of the greatest importance that the teacher should realize these facts concerning so-called *monotones*, and that each case should have a careful diagnosis and be treated for its specific ailment. The fact that a child does not sing in no wise proves it to be unmusical. It is a well-known fact that many famous musicians have been unable to sing — probably for no other reason than that they never really attempted to sing. No one would think of terming such a musician "unmusical." A so-called *monotone* may be the most musical child in the class. Teaching such a child how to sing should be counted a privilege and a duty.

3. Devices and Material Used in Treating Monotones

It is good pedagogy to assume that the less musical as well as the talented child will be more interested in learning to sing a beautiful song or a phrase of that song than to be set apart and required to imitate mechanical devices such as cuckoos or "choo-choo" trains, whistles, and the like, which are foreign to the musical material studied by the rest of the class.

Parry, in his "Evolution of the Art of Music,"¹ shows that the savages, in their earliest attempts at melody making, hit upon the skip of a fourth or a fifth, corresponding to *do-so* or *so-do* either rising or falling from a starting tone. The tones of the tonic chord are elemental in nature, and fundamental in the musical experience of the race. They are more easily recognized by the untrained ear, because they consist of the larger pitch differences, just as the untrained eye recognizes the primary colors before the secondary shades. These tones of the tonic chord are also the most easily reproduced by the untrained vocal organs, because they require less delicate coördination of the vocal organs than tones lying closer together.

¹ See Parry, "Evolution of the Art of Music," Chapter II.

After the less musical children have learned to sing several songs based upon the tonic chord, they may attempt songs containing figures consisting of tones of the chord associated with neighboring tones, as found in the songs of Book One, Chapter II, such as *do-re-do, mi-fa-mi, so-la-so, do-ti-do*.

Still later, songs consisting largely of repeated diatonic figures (like *do-re-mi* or *mi-fa-so*), as found in Chapter III, may be studied. In the songs of Chapter IV, these diatonic figures are more varied, the repetitions coming on different parts of the scale, as *do-re-mi, re-mi-fa, mi-fa-so*. By the time these songs have been studied the children will have gained considerable independence and will be found prepared for the songs in Chapter V, in which skips foreign to the tonic-chord skips are prominent.

This grouping of songs into chapters according to melodic characteristics will be found immensely helpful in the treatment of musically defective children as well as valuable for other purposes.

It should be the constant aim of the first-grade teacher to have no normal child remaining at the close of the year who does not love to sing or who is unable to sing a number of simple songs unassisted. The second-grade teacher who finds some monotones still remaining in her class, or among those pupils newly entered, should make the development of these children her first concern. A child who is permitted to pass through the third grade without the ability to sing has little hope of ever acquiring this accomplishment.

V. RHYTHMIC DEVELOPMENT

Rhythmic feeling is a primitive instinct. Even young children can grasp and imitate complex rhythms. The study of music should serve to stimulate and develop these instinctive rhythmical feelings and to bring them into conscious organized relationships.

In the receptive years of the Sensory Period, we find the child peculiarly responsive to rhythmic impressions. This is the time to store his mind with a rich fund of varied rhythmic experiences. Through imitation he easily acquires the power to express himself in rhythms which form the basis of his conscious study during the remainder of his school life. In the rote songs of Book One, therefore, an effort has been made to present practically all the rhythms which are later developed in the songs of the upper books of the series.

Beginning with the second grade, the rhythmic experiences of the child are brought into fuller consciousness and the first steps are taken toward their definite organization. Gradually the child is led to correlate his rhythmic experiences with their representation in music notation.

An important element in the development of the rhythmic sense is found in bodily action. These actions may be classified as rhythmic motions, singing games, dramatizations, and folk dances.

By "rhythmic motions" is meant such activities as marching, skipping, swaying, and clapping in time to the music. These motions should be practiced so as to develop the feeling for regularly recurring pulses, but a mechanical over-stressing of the measure accents should be avoided. From the beginning, emphasis should be placed upon the feeling for the phrase. The measure rhythm should be felt as one of the elements of the broad phrase-unit rather than as a unit in itself.

In singing games the actions follow the suggestion of the text. Even the children with less highly developed rhythmic sense, who might find difficulty in keeping step to an instrumental march, will easily be able to act out the motions of a singing game. For example, in "Good Morning," Book One, page 5,¹ the children can bow a greeting to each other at each "Good morning." In "Dolly's Lullaby," page 17,² the children can go through the form of rocking the child to sleep by swaying from side to side. In "The Farmer," page 55,³ and in "London Bridge," page 95,⁴ the words readily suggest the actions; while even the monotones can beat the drum in "My Big Bass Drum," page 110, in perfect time and with great gusto.

A large number of the songs in Book One lend themselves admirably to dramatization. From a rhythmic standpoint, these may often be the only means of reaching the least musical children. A child who follows the dramatic suggestion of the text is experiencing some relationship between the flow of the song and its expression in action. For example, in "Betty and Billy," Book One, page 26,⁵ each stanza suggests a different action, and the child who follows the dramatic suggestion by acting it — no matter how simply — has his attention called to the periodic recurrence of a melody as divided by the stanzas.

The folk dance combines in artistic forms all the several types of rhythmic action already mentioned. A period or a complete melody accompanies an entire cycle of dance figures. Each phrase of the melody is accompanied by a characteristic movement of the dance, and, as a rule, recurring phrases of the melody indicate a recurrence of the dance figure. The measure accent often indicates the character of the steps, which are usually timed with the beats. Gestures and movements of the hands, arms, head, or body are also in time with the measure accents or the beats, and not infrequently several different rhythms are expressed simultaneously.

¹ Teacher's Manual, page 187.

² Teacher's Manual, page 197.

³ Teacher's Manual, page 220.

⁴ Teacher's Manual, page 238.

⁵ Teacher's Manual, page 203.

The melodies of the folk dances have rhythmic characteristics in common with the songs which the children are studying. From the beginning the children should be led to observe in their song studies points of rhythmic similarity to their folk dances and singing games. This will bring about a recognition, not only of the larger rhythmic units of phrase and measure, but also of beats and divisions of beats. This experience may be applied first in ear training and later in the study of notation.

Because of the educational value of folk dances and singing games in the development of the rhythmic instinct, Book One offers a number of singing games, and Part Three of this Manual is devoted to the subject of folk dances. In this section are given a number of widely-used folk dances with full directions for teaching them. The section also includes directions for playing the singing games of Book One.

FIRST GRADE — SYLLABUS

I. TEACHING OF ROTE SONGS

1. To introduce music to the children
2. To provide musical experience
 - (a) Through art songs
 - (b) Through observation songs
3. To develop the ability to sing
 - (a) Training of the ear
 - (b) Use of the voice
 - (c) Special training of monotones

II. RHYTHMIC DEVELOPMENT

1. Through rote songs
2. Through action
 - (a) Rhythmic motions
 - (b) Singing games
 - (c) Dramatizations
 - (d) Folk dances

III. SPECIFIC WORK IN EAR TRAINING

1. Singing songs with "loo" or other neutral syllable
2. Recognition of phrase repetition
3. Application of *so-fa* syllables
 - (a) To provide a definite mental association for ideas expressed in tonal relations
 - (b) To establish feeling for tonality
 - (c) As a test of discriminating between similar ideas
 - (d) As an aid later in sight reading

PART TWO

GRADED OUTLINES

FIRST GRADE — INTRODUCTION

I. TEACHING OF ROTE SONGS

1. To Introduce Music to the Children

THE first aim in the development of music is to arouse the children's interest in music. To this end, on the first day, several songs should be sung for the children; if a phonograph is available, several suitable selections should be played for them. A few singing games should be introduced, the teacher singing the song and the children playing the game.

During the first few days the children should not be urged to take part in the singing. Gradually they will come to feel that music is a delightful, a joyous thing, a recreation, an inspiration. After a day or two they will begin to sing with the teacher, with a natural desire to express themselves. This awakening of an interest in music, the developing of an intense love of it and a desire to take part in the singing, is a fundamental feature of any successful plan of music instruction.

When interest in music has been aroused, the teacher may proceed to a more formal presentation of rote songs. She should carefully read the chapter of general suggestions for a detailed treatment of this topic.

2. To Provide Musical Experience

The second aim in the teaching of rote songs is to provide the children with musical experience which shall serve as a basis for further development. The art songs are intended to serve as mediums for expressing feeling. The play instincts, the various human emotions — imagination, impersonation, or dramatization — all find a natural means of expression in these songs.

The observation songs, of simpler character than the art songs, serve the same purpose. In addition they are intended to provide material through which the child's experience with musical ideas is to be gained — that is, a musical vocabulary which is to be used in the development of a definite knowledge of music.

The presentation of the observation songs should in no wise differ from that of the art songs. The observation songs are quite as expressive of child thought and feeling, and serve equally well for their interpretation.

3. To Develop the Ability to Sing

These rote songs furthermore provide the material necessary for the development of the ability to sing. In order to sing well, it is first necessary to hear well. The ear is trained to distinguish between songs differing in rhythmic and melodic characteristics; it is trained to differentiate between phrases in the same song.

Closely associated with the training of the ear, in fact coördinating with it (as recent psychological researches have shown¹), is the training of the voice to reproduce accurately what the ear has heard. The stimulus, involving the appeal of a musical phrase to the ear, and the reaction or response, involving the use of the voice to reproduce the effect, complete the cycle of imitation, which we call "singing by rote."

For more detailed suggestions concerning these topics and the treatment of monotones, the teacher is referred to the General Suggestions preceding this chapter.

II. RHYTHMIC DEVELOPMENT

1. Through Rote Songs

2. Through Action

- (a) Rhythmic motions
- (b) Singing games
- (c) Dramatizations
- (d) Folk dances

For a detailed discussion of this topic the teacher is referred to the General Suggestions, page 19, of this Manual.

Material and directions for singing games and folk dances will be found in Part Three, page 103.

III. SPECIFIC WORK IN EAR TRAINING

The development of a *vocabulary* of musical thoughts or ideas, represented by phrases and by their constituent parts, motives and figures, and organized with regard to their characteristic use in good musical forms, is a basic and fundamental necessity in this scheme of music education.

1. Singing Songs with "loo" or Other Neutral Syllable

Beginning with the sixth month, with a half-year's experience in singing songs with words, the attention of the children is directed to the purely musical aspects of the songs by singing them with *loo* or some other neutral

¹ See "Psychological Monographs," Vol. XVI, No. 3.

syllable. One purpose of this work is to develop the ability to sustain a melody without depending upon the word associations; another purpose is to develop a feeling for the phrase as a distinct and natural division of the song — as a unit more or less complete in itself, as the poetic line may be felt to be a unit within the stanza.

2. Recognition of Phrase Repetition

In close connection with the ability to recognize a phrase as such, comes the power to recognize the literal repetition of a phrase within the song. The repetition of the phrase may or may not be accompanied with the repetition of the words used for the first appearance of the phrase. In fact, the singing with *loo* is intended to divert the minds of the children from the text, and to encourage the discriminating exercise of the ear in comparing musical phrases without the help of words.

Five Pedagogical Steps

The following steps in developing this recognition of phrase repetition are suggested:

1. Teacher sings first phrase, the children the second, alternating through to the end of the song.
2. Children sing phrases by rows, each row singing one phrase.
3. Individual children sing, each child singing one phrase.
4. In songs in which a phrase is repeated, the teacher first sings the phrase with *loo*; the children respond by singing the several lines of text which are set to the given melody.
5. Children tell number of phrases in the song, and which of them are alike, thus: "The first and second phrases sound alike," or "The first and third phrases sound alike," noting all the repetitions as they occur in the song.

NOTE. As an aid to the children's memory, the device of placing upon the board a numbered curved line for each phrase is suggested, thus:



3. Application of *so-fa* Syllables

Beginning with the sixth month two familiar songs are assigned for each month to which the *so-fa* syllables are to be taught as a final stanza, by imitation. The purpose of this step is fourfold.

(a) *To provide a definite mental association for ideas expressed in tonal relations*

The association of a group of syllables, as *do-do-mi-so-dō* with the melody "Good morning to you," Book One, page 5,¹ for instance, provides a definite name, or tone-word, for a distinct musical idea. Contrast this with *la-so-fa-re-do* for the phrase "To start a new day." That the child should have a definite means of expressing tonal ideas seems as necessary as that he should have definite words to express the concept "horse" or "cow." The syllables help the mind to recall the phrase, and to distinguish it from other phrases.

Especially is this true when phrases differ from each other by only a few tones, as in the second and fourth phrases of "Fido and His Master," Book One, page 7,² where we find *so-dō-so-mi-do-mi-re* and *so-dō-so-mi-do-re-do*. In "Lady Bug," Book One, page 18,³ the first three figures are similar but not identical; *mi-fa-mi* helps to fix the idea "one half step up and back," while *so-la-so* or *do-re-do* helps to fix the idea "a whole step up and back." It is neither necessary nor advisable to explain this to the children. Nevertheless their response with the syllables *mi-fa-mi* absolutely determines the figure as the first, and clearly distinguishes it from the second or the third figure in the phrase.

(b) *To establish feeling for tonality*

The use of the syllables helps to establish a feeling for tonality. The major triads *do-mi-so*, *so-ti-rē*, and *fa-la-dō*, when severed from their song relationship and sung with *loo*, are identical in effect. Nevertheless the continuous use of the syllables *do-do-mi-so-dō*, as in "Good Morning," tends to establish the feeling for the tonic chord which decides the tonality of the piece and on which our tonal bearing, or sense of melodic direction, depends.

If the above melody occurred in the key of A flat the syllables for the same notes would read *so-so-ti-re-so*, and the ear would demand, sooner or later, the use of the tonic harmony. If sung with a neutral syllable this phrase might be conceived in either E flat or A flat. Singing it with the syllables of the key of E flat fixes the tonality of that key, which is the result desired.

It is no more necessary to explain this theoretically when the child is developing a feeling for tonality than it is to explain that "cat" is a noun and

¹ Teacher's Manual, page 187.

² Teacher's Manual, page 188.

³ Teacher's Manual, page 198.

“run” is a verb when the child is learning to express the thought, “The cat can run.” It is the association that is set up in the child’s mind that is valuable.

(c) *As a test of discriminating between similar ideas*

The teacher must know definitely what the child is thinking. When the child applies the syllables the teacher may be positive that he appreciates the tonal relations which the syllables express. Take as an illustration “Valentine Song,” Book One, pages 46 and 47.¹ On page 47, we find three similar figures, each descending along a chord track. The first, *so-mi-do*, is a major triad; the second, *fa-re-ti*, is a diminished triad; the third, *mi-do-la*, is a minor triad. Each tone-word of three syllables is definitely associated with a distinct idea in melody or harmony. When the teacher sings the first figure with *loo* and the child responds accurately with the tone-word, *so-mi-do*, the teacher may be sure that the child is thinking of the first figure, and not possibly of the third.

(d) *As an aid later in sight reading*

What has been said regarding the use of syllables under the last three headings in connection with their value in ear training applies equally to their value later in the training of the eye to recognize familiar tone-words from the notation, and consequently in the developing of the power to read new songs at sight.

Because syllables give a definite name to tone relationships their use will greatly facilitate the recording of musical thoughts in notation.

Use of the Monthly Outlines

The following Monthly Outlines provide definite song material for each school month with directions, where they are considered necessary, for the specific work at hand. These outlines are by no means intended to limit the work of the teacher or to be considered as inflexible. They are merely suggestive, and prescribe the minimum amount of work to be accomplished. The supervisor or the grade teacher may feel free to teach additional songs of acknowledged merit from other sources and to substitute songs, especially those pertaining to seasons, in place of any of the art songs here outlined.

¹ Teacher’s Manual, page 216.

FIRST GRADE — MONTHLY OUTLINES

FIRST MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) Good Morning; Book One, page 5. Teacher's Manual, page 187.
- (b) A Good-by Song; Book One, page 6. Teacher's Manual, page 188.
- (c) Fido and His Master; Book One, page 7. Teacher's Manual, page 188.
- (d) Polly's Bonnet; Book One, page 7. Teacher's Manual, page 189.
- (e) When Mother Sings; Teacher's Manual, page 129.
- (f) How Many Days has my Baby to Play; Teacher's Manual, page 130.

For method of presenting rote songs, treatment of children's voices, monotones, and kindred matters, see General Suggestions. The following outline of steps in teaching rote songs may be found helpful:

1. Presentation of song so as to arouse interest and create atmosphere.
2. Teacher sings entire song.
3. Teacher sings first phrase; children imitate.
4. Teacher sings second phrase; children imitate.
5. Teacher joins the two phrases; children imitate.
6. Remaining phrases learned in same manner.
7. Teacher sings entire stanza, to give new idea of the whole with its combined parts.
8. Children sing entire stanza.
9. Words of remaining stanzas taught.
10. Accompaniment added, if an instrument is available.

NOTE. A musical phrase generally corresponds to a line of the song-poem.

SECOND MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) The Postman; Book One, page 8. Teacher's Manual, page 190.
- (b) Bubbles; Book One, page 9. Teacher's Manual, page 189.
- (c) Cherries; Book One, page 10. Teacher's Manual, page 191.
- (d) Twinkling Fireflies; Book One, page 11. Teacher's Manual, page 192.
- (e) The Man in the Moon; Teacher's Manual, page 131.
- (f) Choo-choo-choo; Teacher's Manual, page 132.

THIRD MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) Ring a Ring o' Roses; Book One, page 12. Teacher's Manual, page 193.
- (b) Little Brook; Book One, page 12. Teacher's Manual, page 193.
- (c) A Little Lady; Book One, page 13. Teacher's Manual, page 194.
- (d) The Parade; Book One, page 14. Teacher's Manual, page 195.
- (e) The Little Seeds; Teacher's Manual, page 133.
- (f) Afternoon Tea; Teacher's Manual, page 139.

FOURTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) The Holiday; Book One, page 15. Teacher's Manual, page 195.
- (b) Whippoorwill; Book One, page 16. Teacher's Manual, page 196.
- (c) Dolly's Lullaby; Book One, page 17. Teacher's Manual, page 197.
- (d) Lady Bug; Book One, page 18. Teacher's Manual, page 198.
- (e) The Hall Clock; Teacher's Manual, page 134.
- (f) A Telephone Message; Teacher's Manual, page 136.

FIFTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) The Song Sparrow's Toilet; Book One, page 19. Teacher's Manual, page 197.
- (b) The Gypsy Peddler; Book One, page 20. Teacher's Manual, page 199.
- (c) The Mulberry Bush; Book One, page 21. Teacher's Manual, page 199.
- (d) Soldier Boys; Book One, page 22. Teacher's Manual, page 201.
- (e) Indian Song; Teacher's Manual, page 136.
- (f) Frosting; Teacher's Manual, page 137.

SIXTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) A Surprise; Book One, page 24. Teacher's Manual, page 200.
- (b) Upon a Morning Sunny; Book One, page 25. Teacher's Manual, page 202.
- (c) Betty and Billy; Book One, page 26. Teacher's Manual, page 203.
- (d) The Skipping Rope; Book One, page 27. Teacher's Manual, page 204.
- (e) Oh, What a Sweet Little White Mouse; Book One, page 28. Teacher's Manual, page 204.
- (f) My Beautiful Doll; Teacher's Manual, page 138.
- (g) A February Song; Teacher's Manual, page 140.

II. Singing with Neutral Syllable. Sing the following songs with *loo*, or some other neutral syllable:

All the songs in Book One, Chapter One.

(See Introduction to First Grade, Step III, page 24.)

III. Recognition of Phrase Repetition. The following songs, which have previously been sung with some neutral syllable, should be reviewed for the study of phrase repetition:

- (a) Good Morning; Book One, page 5. Teacher's Manual, page 187.
- (b) A Good-by Song; Book One, page 6. Teacher's Manual, page 188.
- (c) Fido and His Master; Book One, page 7. Teacher's Manual, page 188.
- (d) Polly's Bonnet; Book One, page 7. Teacher's Manual, page 189.
- (e) The Postman; Book One, page 8. Teacher's Manual, page 190.

(See Introduction to First Grade, Step III, section 2, page 25.)

IV. Application of Syllables. Teach the *so-fa* syllables for the following songs:

- (a) Good Morning; Book One, page 5. Teacher's Manual, page 187.
- (b) A Good-by Song; Book One, page 6. Teacher's Manual, page 188.

NOTE. The syllables for the songs outlined are to be taught by rote, as a final stanza; the children should be led to observe that recurring phrases are sung to the same syllables. In singing with the syllables the rate of speed required for the artistic performance of a song should be carefully maintained. See also Introduction to First Grade, Step III, section 3, page 26.

SEVENTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) The Swallows; Book One, page 29. Teacher's Manual, page 205.
- (b) The Clown; Book One, page 30. Teacher's Manual, page 206.
- (c) Little Sister's Lullaby; Book One, page 31. Teacher's Manual, page 206.
- (d) Evening Lights; Book One, page 32. Teacher's Manual, page 207.
- (e) The Circus; Book One, page 33. Teacher's Manual, page 208.
- (f) Prince Finikin; Teacher's Manual, page 141.
- (g) Ride a Cock Horse; Teacher's Manual, page 142.

II. Singing with Neutral Syllables. (See Sixth Month, Step II.)

All the songs in Book One, Chapter II.

III. Recognition of Phrase Repetition. (See Sixth Month, Step III.)

- (a) Bubbles; Book One, page 9. Teacher's Manual, page 189.
- (b) Cherries; Book One, page 10. Teacher's Manual, page 191.
- (c) Twinkling Fireflies; Book One, page 11. Teacher's Manual, page 192.
- (d) Ring a Ring o' Roses; Book One, page 12. Teacher's Manual, page 193.
- (e) Little Brook; Book One, page 12. Teacher's Manual, page 193.

IV. Application of Syllables. (See Sixth Month, Step IV.)

- (a) Fido and His Master; Book One, page 7. Teacher's Manual, page 188.
- (b) Polly's Bonnet; Book One, page 7. Teacher's Manual, page 189.

EIGHTH MONTH**I. Rote Songs.** Teach by rote the following songs:

- (a) Dandelion; Book One, page 34. Teacher's Manual, page 208.
- (b) Kind Old Winter; Book One, page 35. Teacher's Manual, page 209.
- (c) Playing Soldier; Book One, page 36. Teacher's Manual, page 209.
- (d) Lady Moon; Book One, page 37. Teacher's Manual, page 210.
- (e) Garden Song; Teacher's Manual, page 143.
- (f) The Wild Geese; Teacher's Manual, page 144.

II. Singing with Neutral Syllables. (See Sixth Month, Step II.)

All the songs in Book One, Chapter III.

III. Recognition of Phrase Repetition. (See Sixth Month, Step III.)

- (a) A Little Lady; Book One, page 13. Teacher's Manual, page 194.
- (b) The Parade; Book One, page 14. Teacher's Manual, page 195.
- (c) The Holiday; Book One, page 15. Teacher's Manual, page 195.
- (d) Whippoorwill; Book One, page 16. Teacher's Manual, page 196.
- (e) Dolly's Lullaby; Book One, page 17. Teacher's Manual, page 197.

IV. Application of Syllables. Teach syllables to these songs:

- (a) The Postman; Book One, page 8. Teacher's Manual, page 190.
- (b) Bubbles; Book One, page 9. Teacher's Manual, page 189.

NOTE. The teacher sings the syllables at the first appearance of each phrase, the children learning the syllables by rote. Whenever a phrase is repeated later in the song, the children, recognizing the repetition and knowing that the recurrence of the phrase demands a repetition of the syllables, are themselves to apply the syllables. From this point on, in studying the application of syllables, the teacher encourages the children to greater independence in applying the syllable names. Indeed they will soon acquire the ability to apply the syllables to other familiar melodies on their own initiative.

NINTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) The Little Huntsman; Book One, page 38. Teacher's Manual, page 210.
- (b) Kittens; Book One, page 39. Teacher's Manual, page 211.
- (c) False Alarm; Book One, page 40. Teacher's Manual, page 212.
- (d) Snowflakes; Book One, page 41. Teacher's Manual, page 212.
- (e) Sleep, Little Treasure; Book One, page 42. Teacher's Manual, page 213.
- (f) Dandelion, Yellow as Gold; Teacher's Manual, page 147.
- (g) Little Miss Patty and Master Paul; Teacher's Manual, page 145.

II. Singing with Neutral Syllables. (See Sixth Month, Step II.)

All the songs in Book One, Chapter IV.

III. Recognition of Phrase Repetition. (See Sixth Month, Step III.)

- (a) Lady Bug; Book One, page 18. Teacher's Manual, page 198.
- (b) The Song Sparrow's Toilet; Book One, page 19. Teacher's Manual, page 197.
- (c) The Gypsy Peddler; Book One, page 20. Teacher's Manual, page 199.
- (d) The Mulberry Bush; Book One, page 21. Teacher's Manual, page 199.
- (e) Soldier Boys; Book One, page 22. Teacher's Manual, page 201.

IV. Application of Syllables. (See Eighth Month, Step IV.) Apply syllables to these songs:

- (a) Cherries; Book One, page 10. Teacher's Manual, page 191.
- (b) The Holiday; Book One, page 15. Teacher's Manual, page 195.

TENTH MONTH

I. Rote Songs. Teach by rote the following songs:

- (a) Bylo, Baby Bunting; Book One, page 43. Teacher's Manual, page 214.
- (b) In Wooden Shoes; Book One, page 44. Teacher's Manual, page 214.
- (c) Raindrops; Book One, page 45. Teacher's Manual, page 215.
- (d) Valentine Song; Book One, page 46. Teacher's Manual, page 216.
- (e) Will You Come with Me; Book One, page 48. Teacher's Manual, page 217.
- (f) The Greedy Mouse; Teacher's Manual, page 146.
- (g) Mathematics; Teacher's Manual, page 149.

II. Singing with Neutral Syllables. (See Sixth Month, Step II.)

All the songs in Book One, Chapter V.

III. Recognition of Phrase Repetition. (See Sixth Month, Step III.)

- (a) A Surprise; Book One, page 24. Teacher's Manual, page 200.
- (b) Upon a Morning Sunny; Book One, page 25. Teacher's Manual, page 202.
- (c) Betty and Billy; Book One, page 26. Teacher's Manual, page 203.
- (d) The Skipping Rope; Book One, page 27. Teacher's Manual, page 204.
- (e) Oh, What a Sweet Little White Mouse; Book One, page 28. Teacher's Manual, page 204.

IV. Application of Syllables. (See Eighth Month, Step IV.) Apply syllables to these songs:

- (a) Dolly's Lullaby; Book One, page 17. Teacher's Manual, page 197.
- (b) Lady Bug; Book One, page 18. Teacher's Manual, page 198.

SECOND GRADE — SYLLABUS

I. TEACHING OF ROTE SONGS

1. For inspiration
2. For development of musical feeling and artistic expression
3. For expansion of children's musical experience and vocabulary

II. RHYTHMIC DEVELOPMENT

- (a) Through rote songs
- (b) Through singing games
- (c) Through folk dances

III. SPECIFIC WORK IN EAR TRAINING (Book One, Part One)

1. Singing songs with neutral syllable (Review)
2. Recognition of phrase repetition (Review)
3. Application of *so-fa* syllables (Part review)
4. Recognition of motives and figures (New work)

IV. PRESENTATION OF FAMILIAR SONGS IN STAFF NOTATION

(Book One, Part One) Specific Work in Eye Training

1. Observing representation of an entire familiar song
2. Recognition of familiar phrases by position in the song
3. Recognition of motives and figures by position in the song
4. Drills in independent recognition of motives and figures

Signatures and Rhythmic Notation

V. READING NEW SONGS FROM STAFF NOTATION (Book One, Part Two, Chapters VI and VII)

1. Preliminary study
 - (a) Scansion of song-poem in concert to get the rhythmic flow of the phrases
 - (b) Comparison of phrases with phrases rhythmically similar in familiar songs
2. Study of the first phrase
 - (a) Recognition of familiar figures
 - (b) Teaching unfamiliar figures by rote
 - (c) Singing first phrase with syllables, with *loo*, and with words
3. Finding and singing repetitions of the first phrase, if any
4. Similar study of remaining phrases and their repetitions, if any
5. Singing of entire song with words; memorization

SECOND GRADE — INTRODUCTION

In many instances the second-grade teacher will find that her class is not the same as that which left the first grade at the close of the first year. Many of the songs, as well as correct habits in singing them, will have been forgotten during the summer vacation. Nevertheless the work of the previous year is not lost, but lies in the child's subconscious mind, ready to awaken at the proper stimulus.

The teacher's first efforts should be to unify her class. The songs of the previous grade should be reviewed. Faults of speech and in singing should be corrected.

Careful attention should be paid to monotones. No child who is in possession of normal hearing and of normal vocal organs should be left unable to sing at the close of the year.

I. TEACHING OF ROTE SONGS

1. For Inspiration

The teaching of many beautiful rote songs still constitutes a large part of the work. These art songs are meant to inspire and sustain interest, and to encourage free expression.

The children must feel that new wonders and new joys in the musical world are constantly unfolding to them. They must look forward to the music lesson with delight. The art side of music, in brief, must not be sacrificed for the technical side.

2. For Development of Musical Feeling and Artistic Expression

The teacher should constantly strive to secure more artistic expression and a more beautiful tone quality than was possible in the previous grade. In fact, no singing exercise should be allowed to lapse into listless or mechanical repetition merely to occupy time while the teacher works at her desk. On the contrary, the singing should always be spontaneous and alive with interest and dramatic expression. With each repetition a new ideal in artistic interpretation should be realized.

Incorrect vocal habits, faults in articulation, inaccuracies in reproducing melodies should be remedied by *substitution* rather than by *negation*. Beautiful expression with agreeable tone quality should come as a result of feeling or sensing the mood or atmosphere of the song rather than by any mechanical suggestion of loudness or softness. Expression should come from the heart rather than from the head.

3. For Expansion of Children's Musical Experience and Vocabulary

Finally, the art songs, rich in content and variety, tend to broaden the children's musical experience and to add definitely to their vocabulary of musical ideas. These ideas will probably be gained only subconsciously, but they will nevertheless continue to exist in the subconscious memory. Many of these ideas embody the problems to be studied in succeeding grades. They need but to be refreshed in the memory in order to become the foundation upon which further technical development may be based.

In the development of language experience this same point is illustrated by the fact that the child gains control of new expressions, new forms, new idioms from the stories which are read to him by parents or teachers. The vocabulary of the stories is too involved to admit his reading them himself with fluency; but his interest in literature is sustained by them, his feelings are developed, and he gains new expressions for his own vocabulary.

II. RHYTHMIC DEVELOPMENT

As in the first grade, the development of the rhythmic instinct is carried on during the first half of the second year through the imitation of the rhythms in the rote songs, through the actions of the singing games, and through the movements of the folk dances. Attention should be called to the fact that the important words and strong syllables receive greater stress in singing than the less important words and syllables.

In the study of the notation of familiar songs, beginning with the sixth month of the second grade, attention should be called to the similar rhythmic notation of recurring phrases. The scanning of the poem by phrases or poetic lines should be associated with the rhythmic notation of the phrase. The grouping of accented and unaccented syllables should be associated with the division of the phrase, by bars, into measures. The longer and shorter tones should be associated with the various kinds of notes.

In the ninth month, where new songs are to be read, the children should be helped to relate the phrase rhythms of the new songs with similar phrase rhythms in familiar songs.

III. SPECIFIC WORK IN EAR TRAINING

1. Singing Songs with Neutral Syllable

The child's interest in the song should gradually be drawn to its more definite musical aspects. As in the first grade, the teacher should sing alternate phrases with the children, using *loo* or some other neutral syllable, later encouraging rows, groups, and individual children to sing alternate phrases, until each child is conscious of the phrase as a unit of thought in music. Each phrase must be sung with a single breath and sustained without interruption.

2. Recognition of Phrase Repetition

From the recognition of a phrase as such to the recognition of phrase repetition in the song is but a step which may be taken in the same lesson. These steps, however, are distinct, and each is vital to further progress. They are vital in the development of melodic discrimination, of musical memory, of artistic expression and use of the voice, and later in reading, where getting the thought from the printed page and giving it expression is all-important.

3. Application of *so-fa* Syllables

This step has been treated in such detail in the Introduction to the First Grade that the teacher is referred to that part of the Manual for a full treatment.¹ The directions apply equally well to the work of the second grade. Only a beginning was made in the first grade, where the *so-fa* syllables of ten songs in Book One were taught. These songs must be thoroughly reviewed, and the application of syllables, as outlined for second grade, must be continued intensively.

In the case of repeated phrases, the teacher will teach the syllables by rote at the first appearance, encouraging the children to recognize that the recurrence of the phrase is to be accompanied by the use of the same syllables.

If a phrase is so long that the children fail to remember or to reproduce the syllables at one or two hearings, the teacher will find it expedient to divide the phrase into its constituent motives or figures. For instance, in "Polly's Bonnet," Book One, page 7,² we find two long phrases. Here it is best to teach *do-mi-so* as the first tone-word; then *do-mi-so-so*; and finally *mi-do-so-so*. Then combine the three tone-words so as to form the entire phrase, or song-sentence.

Once learned, the singing of familiar songs by *so-fa* syllables should become a regular practice. The use of the syllables will soon become as natural and facile as the singing with words. Gradually the children will come to anticipate the syllables of new songs, by association with figures made familiar in other songs. This marks an important step in tone thinking. The meaning and significance of certain tonal relationships will have become clear to the children. The same process has frequently been observed in the development of language ideas. A child will acquire an expression by subconscious imitation, will later become conscious of its meaning, and will proceed thereafter to apply it with intelligence.

4. Recognition of Motives and Figures

Most musical phrases may be divided into motives, or will be found to consist of figures, or a combination of motives and figures.

¹ Teacher's Manual, page 26.

² Teacher's Manual, page 189.

A *motive* is the smallest group of tones by which a particular musical composition may be identified.

A *figure* is a group of tones which presents a distinct musical idea, though too meager in content to point to any particular composition.

For instance, in "Good Morning," Book One, page 5¹, the first four words, "Good morning to you," which may be considered a phrase, may likewise be considered a motive. When sung to a neutral syllable these tones easily identify the song as "Good Morning." Omitting the first tone and singing the following four tones to a neutral syllable, we have a figure which, while presenting a definite and readily recognized idea, is nevertheless in no way peculiar to "Good Morning," but may be found in many songs. In Book One, Chapter I, we find songs in which motives and figures consisting of tones of the tonic chord predominate.

In the recognition of motives and figures by ear, the teacher sings the motive or figure (tone-word) with *loo*, and the children respond with the *so-fa* syllables. It may often be necessary first to sing the entire phrase and then the figure which the children are to recognize. This form of exercise, conducted in short, brisk drills, is one of the most important means for the development of a discriminating musical ear.

The following diagrams will illustrate the meanings of the musical terms "phrase," "motive," and "figure."

THE HOLIDAY

(Book One, page 15. Teacher's Manual, page 195.)



NOTE. Figures *a*² and *b* may be said to be "spliced."

LADY MOON

(Book One, page 37. Teacher's Manual, page 210.)



NOTE. Figures *b* and *c* are sequential repetitions of Figure *a*.

¹ Teacher's Manual, page 187.

The monthly outlines state definitely just which figures are to be studied. This work will be found to be greatly simplified by the careful organization of the songs into chapters, each chapter illustrating a definite type of motive or figure.

IV. PRESENTATION OF FAMILIAR SONGS IN STAFF NOTATION

1. Observing Representation of an Entire Familiar Song

The teacher will copy on the blackboard a familiar song which has been sung by syllables. She should be careful to copy it neatly, one phrase to a line, just as it appears in the book. This familiar song, written upon the board, represents the very first step in the presentation of staff notation to the children. The teacher tells the name of the song and indicates each phrase with a sweep of the pointer. The children sing with the words, *loo*, and the syllables.

2. Recognition of Familiar Phrases by Position in the Song

(a) The teacher points out phrases at random, individual children singing them with correct *so-fa* syllables.

(b) The teacher may sing a phrase at random, which individual children will locate on the blackboard.

(c) Children point out phrases which look alike, singing each phrase and its recurrence with *so-fa* syllables.

3. Recognition of Motives and Figures by Position in the Song

In locating a motive or a figure by its position in the song on the blackboard, the teacher should sing it with *loo* or syllables; the child then designates it with a sweep of the pointer or by inclosing it with the index fingers of both hands so that the notes between the two pointing fingers will stand out distinctly. This helps to impress upon the mind the staff-picture of the motive or figure, and increases its vividness. The motive or figure having been correctly located, it should be sung with *so-fa* syllables by individuals and by the class. Repeated association between the visual image and the aural concept is required in order to secure instant recognition.

Attention should be called to the five lines and four spaces of the staff, counting from the bottom upward. The children should describe the staff appearance of certain figures, *do-mi-so* in "Good Morning" for instance, as being located on the first, second, and third *lines*; the same figure in "Fido and His Master" as being located in the first, second, and third *spaces*. They should observe that when a note is described as being on a line, the line passes through the middle of the head of the note; when in a space, the head of the note lies between two lines.

When the notation of the song has been thoroughly studied from the blackboard, the same steps should be repeated with the books in the hands of the children. After the first few songs of each chapter have been studied in these two ways, the teacher may find it wise to omit the blackboard presentation and study the subsequent songs of the chapters directly from the book.

In locating motives and figures in the book, a good device is to ask the children to spread the index and middle fingers of the right hand upon the page so as to inclose the notes representing the motive or figure being sought. As in the blackboard work, this surrounding of the printed figure brings it out of its context and impresses the image upon the eye.

4. Drills in Independent Recognition of Motives and Figures

Familiar motives and figures may now be written upon the blackboard or upon perception cards¹ for further drill in rapid visualization. The teacher will sing the first tone of the motive or figure with correct syllable and point to its notation on the board, or expose the perception card for a fraction of a second, calling upon the class and individuals to sing the entire motive or figure instantly. The following motives and figures from the first two songs will illustrate this point.

GOOD MORNING



A GOOD-BY SONG



All drills should be short and brisk, never exceeding five minutes in duration. Individual work should be emphasized in *eye training* as well as in *ear training*.

Signatures and Rhythmic Notation

Nothing should be said about signatures or keys at this time. The children need only to observe that *do* does not have a fixed staff position, and that when *do* moves, the entire figure, like *do-mi-so* for instance, moves with it. They should note that *do-mi-so* is either on three consecutive lines or in

¹ Printed motive and figure cards may be obtained from the publishers of the Progressive Music Series.

three consecutive spaces. To the eye there are only two keys, line *do* and space *do*.

Gradually the children may be led to notice that tones of different lengths are represented by different kinds of notes. This will take place when figure recognition has become more or less automatic, and the eye has a chance to take in other details. (See the section on Rhythmic Development, page 36.)

The present aim is to enable the children to associate automatically the staff pictures of familiar motives and figures with their sounded effect in the singing of the song. This association of eye with ear will also help to confirm the work in ear training, especially with "eye-minded" children.¹

V. READING NEW SONGS FROM STAFF NOTATION

The next step in the preliminary study of notation is the application of the child's ear and eye experience to the reading of the songs in Chapters VI and VII with such assistance from the teacher as may be required. The teacher will observe that the songs of Chapter VI may be compared with those of Chapter I, in that figures composed of tones of the tonic chord are prominent. The songs of Chapter VII are similar in figure content to those of Chapter II.

1. Preliminary Study

(a) *Scansion of Poem in Concert to get the Rhythmic Flow of the Phrases*

As the first step in studying a new song, the children, led by the teacher, should read the poem in concert in order to get the rhythmic flow of each phrase. It has been mentioned before that the rhythmic feeling should be developed from the standpoint of poetry rather than of mathematics, or counting beats. The rhythmic effect of the whole phrase should be felt, rather than that of single measures or beats.

(b) *Comparison of Phrases with Phrases Rhythmically Similar in Familiar Songs*

The next step is to direct the children's attention to phrases in the familiar songs of Part One of Book One which are rhythmically similar to the phrases under consideration. The children scan the familiar phrase in the rhythm of its notation, compare the notation with the similar phrase in the new song, and then scan the phrase of the new song. By this process the children learn to associate notation with the rhythmic swing and flow of the melody and avoid the rigid counting process which is often so deadening in the child's early efforts at sight reading.

¹ See "Psychological Monographs," Vol. XVI, No. 3.

2. Study of the First Phrase

To establish the key the teacher sounds the keynote on her pitch pipe, and sings the first tone of the song with its proper syllable.

(a) The teacher then asks the children to find and sing the familiar figures in the first phrase. If the ear work and eye work in connection with the songs of Part One have been properly done, most of the figures will be familiar.

(b) If the phrase contains unfamiliar figures, or if the figures are connected by unfamiliar intervals, these passages should be taught by rote.

(c) The phrase as a whole should then be sung by individuals and by the class, with syllables, with *loo*, and with the words. The teacher may find it advisable to support the children's voices over the unfamiliar places in order that the phrase may flow evenly and smoothly.

3. Finding and Singing Repetitions of the First Phrase, if Any

The next step is to look through the song to determine whether the phrase is repeated, and, if so, to sing the recurring phrases with syllables, with *loo*, and with words. Frequently it may be well to attempt the singing of the repeated phrases immediately with the words.

4. Similar Study of Remaining Phrases and their Repetitions, if Any

The second phrase and its repetitions, if any, should be studied in the same manner as the first phrase. The other phrases should be similarly studied.

5. Singing of Entire Song with Words; Memorization

The various phrases now being familiar as units, the song should be sung as a whole with *so-fa* syllables, with *loo*, and with words, and added to the children's repertory. Many of the songs are folk songs of well-established merit and are a genuine addition to the musical experience of the children. The others possess art qualities which make them equally commendable. All these songs should be sung over and over during the year, with a constant effort toward finer artistic interpretation. Singing them with syllables (re-reading them) should likewise be continued. This will tend to facilitate the children's use of the syllables, will familiarize them with the symbols, and will habituate them to the process of seeing phrases as wholes or as composed of constituent motives or figures.

This habit of visualizing groups instead of single unrelated notes is vital to smooth reading, is helpful in grasping the thought and in expressing it, and is of the utmost hygienic importance in relation to eye strain.¹

¹ See Huey, "Psychology and Pedagogy of Reading."

SECOND GRADE — MONTHLY OUTLINES

FIRST MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Three Little Heads; Teacher's Manual, page 150.
- (b) The Grasshopper's Ball; Teacher's Manual, page 152.
- (c) Swing Song; Teacher's Manual, page 153.

II. Review Study.

Carefully review the songs in Book One, Chapter I, noting phrase repetitions and applying syllables. The teacher should encourage the children to increasing independence in the use of syllables.

III. Study of Motives and Figures. Book One, Chapter I.

Introductory Suggestions

For suggestions regarding the teaching of rote songs, see General Suggestions, the Introduction to the First Grade, and Outline for First Grade, First Month.

Review the syllables of all the songs in Chapter I of Book One, presenting them again by rote, if necessary, and encouraging the children to anticipate the syllables for recurring phrases. Each child should sing alone as often as possible during every week. The teacher should see that each child is able to sing all of the songs freely with syllables. The intensiveness of the ear training work in this grade and in the third grade will largely determine the degree of success in sight reading later on. See also Introduction to First Grade, Step III, page 24.

Before taking up the study of the motives and figures in Book One, Chapter I, the teacher should read the Introduction to Second Grade, Step III, page 36. The first figure which the children should recognize by ear in the several songs of Chapter I is the succession *do-mi-so*. This figure will be found in "Good Morning," "A Good-by Song" (with repeated *mi*), "Fido and His Master," "Polly's Bonnet," and "The Postman." These motives and figures should first be associated with the songs in which they occur. Later, for ear training, let the children respond to the teacher's *loo* with the syllables.

*Characteristic Motives and Figures in the Songs of Chapter I**To be used for Ear Training**Good Mornina*; Book One, page 5. Teacher's Manual, page 187.The motive *do-do-mi-so-dō*The figures *do-mi-so*
*do-mi-so-dō**A Good-by Song*; Book One, page 6. Teacher's Manual, page 188.The motives *do-mi-mi-so*
*so-mi-mi-do**Fido and His Master*; Book One, page 7. Teacher's Manual, page 188.The motive *do-mi-so*. (May here be considered as
phrase, motive, or figure.)The figure *dō-so-mi-do**Polly's Bonnet*; Book One, page 7. Teacher's Manual, page 189.The motives *do-mi-so*
do-mi-so-so
*mi-do-so-so*The figure *so-so-do**The Postman*; Book One, page 8. Teacher's Manual, page 190.The motives *mi-so-do-mi*
*so-so-so-do-mi-so*The figures *so-so-so-do*
do-mi-so
mi-so-do
*so-do-mi-so**Bubbles*; Book One, page 9. Teacher's Manual, page 189.The motive (or figure) *mi-so-do-mi**Cherries*; Book One, page 10. Teacher's Manual, page 191.The motive *so-mi-do-re*The figure *so-mi-do*

*Summary of Figures in Chapter I**do-mi-so-do**do-so-mi-do**do-mi-so**so-mi-do**do-mi-so**mi-so-do**so-do-mi-so**mi-so-do-mi*

SECOND MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) One Misty, Moisty Morning; Teacher's Manual, page 154.
- (b) Chrys Anthemum; Teacher's Manual, page 155.
- (c) Windy Nights; Teacher's Manual, page 156.

II. Application of Syllables. Book One, Chapter II. (See Note under First Month, Step II, page 43.)

In the case of three of the songs, "The Holiday," "Dolly's Lullaby," and "Lady Bug," the application of syllables will be review work, as they were outlined for this study in the first grade. In applying the syllables to the other songs, the teacher should follow the directions given in the Outline for First Grade, Step III under Ear Training, and Step III under Ear Training for Second Grade.

III. Study of Motives and Figures. Book One, Chapter II.

The characteristic figures of the songs in Chapter II are based upon the tones of the tonic chord with their active neighboring tones. In "Twinkling Fireflies," for example, the prominent figure is *mi-fa-mi*; the same figure is found in "Dolly's Lullaby" and in "Lady Bug." The figure *fa-mi*, a derivative of the *mi-fa-mi* figure, is also found in "A Little Lady," "Little Brook," and "The Song Sparrow's Toilet." The figure *do-ti-do* is found in "A Little Lady," "The Parade," "The Holiday," and "The Song Sparrow's Toilet." The figure *do-re-do* occurs in "The Parade," "Whippoorwill," "Dolly's Lullaby," and "Lady Bug." The figure *so-la-so* occurs in "A Little Lady," "The Holiday," "Whippoorwill," "Lady Bug," and "The Song Sparrow's Toilet."

*Characteristic Motives and Figures in the Songs of Chapter II**To be used for Ear Training**Twinkling Fireflies*; Book One, page 11. Teacher's Manual, page 192.The motive *mi-fa-mi-do*The figure *mi-fa-mi**Ring a Ring o' Roses*; Book One, page 12. Teacher's Manual, page 193.The figures *do-so**mi-do**so-so-do* These intervals may, in some songs,
be treated as figures. In other songs
they are plainly derivatives of figures.
so-mi See Summary of Figures on page 70.*Little Brook*; Book One, page 12. Teacher's Manual, page 193.The figure *so-mi-do*The derivatives *do-re**re-do**fa-mi**A Little Lady*; Book One, page 13. Teacher's Manual, page 194.The motive *so-so-do-ti-do*The figures *do-ti-do**so-mi-do**so-la-la-so (so-la-so)*The derivative *fa-mi**The Parade*; Book One, page 14. Teacher's Manual, page 195.The motive *do-re-ti-do*The figure *do-re-do**The Holiday*; Book One, page 15. Teacher's Manual, page 195.The figures *so-la-so**so-so-mi**do-ti-do*

Whippoorwill; Book One, page 16. Teacher's Manual, page 196.

The figures *so-la-so*
 mi-so-do
 do-re-do

Dolly's Lullaby; Book One, page 17. Teacher's Manual, page 197.

The motive *mi-re-mi-do*
 The figures *re-do (do-re-do)*
 mi-fa-mi
 mi-re-mi

Lady Bug; Book One, page 18. Teacher's Manual, page 198.

The motive *do-re-do-mi*
 The figures *mi-fa-mi*
 so-la-so
 do-re-do
 The derivative *ti-do*

The Song Sparrow's Toilet; Book One, page 19. Teacher's Manual, page 197.

The figures *do-ti-do*
 so-la-so
 The derivatives *la-so*
 fa-mi
 re-do

Summary of Figures in Chapter II

<i>do-<u>ti</u>-do</i>	<i>so-la-so</i>
<i>mi-re-mi</i>	<i>do-re-do</i>
<i>mi-fa-mi</i>	

Derivatives of these Figures

<i><u>d</u>o-ti</i>	<i>ti-<u>d</u>o</i>
<i>la-so</i>	<i>so-la</i>
<i>fa-mi</i>	<i>mi-fa</i>
<i>re-do</i>	<i>do-re</i>

NOTE. This summary of the derivatives shows that the pupils have studied all the tones of the major scale, ascending and descending, with regard to their melodic tendencies.

THIRD MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Rock-a-bye, Hush-a-bye, Little Papoose; Teacher's Manual, page 157.
- (b) Eatings; Teacher's Manual, page 161.
- (c) Bedtime; Teacher's Manual, page 158.

II. Application of Syllables. Book One, Chapter III.

The children should be encouraged to an increasing independence in applying syllables to recurring phrases and to figures which they have studied in earlier songs. (See Teacher's Manual, pages 26 and 37.)

III. Study of Motives and Figures. Book One, Chapter III.

The characteristic motives and figures of the songs in Chapter III are based upon diatonic progressions. A study of these songs will show many instances of "spliced" figures and of derivatives of the figures previously listed.

Characteristic Motives and Figures in the Songs of Chapter III

To be used for Ear Training

The Gypsy Peddler; Book One, page 20. Teacher's Manual, page 199.

The figures *do-so-mi-do*
 do-mi-so-do
 do-ti-la-so
 so-la-so
 mi-do
 so-fa-mi-re-do

NOTE. It will be found simpler to study the syllables of the last phrase before taking the second phrase.

The Mulberry Bush; Book One, page 21. Teacher's Manual, page 199.

The motives *mi-so-mi-do*
 so-la-ti-do-do

 The figures *do-mi-so*
 so-mi-do
 do-ti-la-so
 so-la-ti-do

Soldier Boys; Book One, page 22. Teacher's Manual, page 201.

The figures *do-mi-so*
 do-ti-la-so
 so-la-ti-do
 so-mi-do

A Surprise; Book One, page 24. Teacher's Manual, page 200.

The figures *mi-fa-so*
 do-re-mi

Upon a Morning Sunny; Book One, page 25. Teacher's Manual, page 202.

The figures *so-do*
 do-re-mi-fa-so
 so-la-so
 fa-mi-re-do

Betty and Billy; Book One, page 26. Teacher's Manual, page 203.

The motive *do-re-mi-re*
 The figures *so-fa-mi-re-do*
 mi-fa-so
 The derivatives *do-so*
 do-re
 mi-do
 mi-re
 re-mi-fa-so

The Skipping Rope; Book One, page 27. Teacher's Manual, page 204.

The figures *mi-re-do*
 mi-fa-mi
 so-la-so
 so-fa-mi

Summary of Figures in Chapter III

<i>do-re-mi-fa-so</i>	<i>so-fa-mi-re-do</i>
<i>do-re-mi-fa</i>	<i>fa-mi-re-do</i>
<i>do-ti-la-so</i>	<i>so-la-ti-do</i>
<i>do-re-mi</i>	<i>mi-re-do</i>
<i>mi-fa-so</i>	<i>so-fa-mi</i>

NOTE. This summary of figures shows that the tetrachord relations of the tones of the scale have been studied.

FOURTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Kris Kringle's Song; Teacher's Manual, page 160.
- (b) Sing a Song of Sixpence; Teacher's Manual, page 164.
- (c) The Jolly Holly Farm; Teacher's Manual, page 166.

II. Application of Syllables. Book One, Chapter IV. (See Note for Third Month, Step II, page 48.)

III. Study of Motives and Figures. Book One, Chapter IV.

The characteristic motives and figures of the songs in Chapter IV are based upon sequential repetitions of diatonic progressions. In "Oh, What a Sweet Little White Mouse," the following figure-sequence will be found: *do-re-mi; re-mi-fa; mi-fa-so*; also the following: *mi-re-do; fa-mi-re; so-fa-mi*. In "The Swallows" we find *mi-fa-so-la; do-re-mi-fa; re-mi-fa-so; fa-so-la-ti*; also: *so-fa-mi-re; la-so-fa-mi; dō-ti-la-so*. Similar diatonic progressions of a sequential nature will be found in the other songs of this chapter.

*Characteristic Motives and Figures in the Songs of Chapter IV**To be used for Ear Training*

The sequential development of figures is indicated by the lists in braces.

Oh, What a Sweet Little White Mouse; Book One, page 28. Teacher's Manual, page 204.

The figures	<i>do-re-mi</i>	$\left\{ \begin{array}{l} \textit{do-re-mi} \\ \textit{re-mi-fa} \\ \textit{mi-fa-so} \end{array} \right.$	$\left\{ \begin{array}{l} \textit{mi-re-do} \\ \textit{fa-mi-re} \\ \textit{so-fa-mi} \end{array} \right.$
	<i>mi-re-do</i>		
	<i>re-mi-fa</i>		
	<i>fa-mi-re</i>		
	<i>mi-fa-so</i>		
	<i>so-fa-mi</i>		

The Swallows; Book One, page 29. Teacher's Manual, page 205.

The figures	<i>mi-fa-so-la</i>	$\left\{ \begin{array}{l} \textit{do-re-mi-fa} \\ \textit{re-mi-fa-so} \\ \textit{mi-fa-so-la} \\ \textit{fa-so-la-ti} \end{array} \right.$
	<i>so-fa-mi-re</i>	
	<i>do-re-mi-fa</i>	
	<i>re-mi-fa-so</i>	
	<i>la-so-fa-mi</i>	
	<i>fa-so-la-ti</i>	$\left\{ \begin{array}{l} \textit{dō-ti-la-so} \\ \textit{la-so-fa-mi} \\ \textit{so-fa-mi-re} \end{array} \right.$
	<i>dō-ti-la-so</i>	
	<i>do-re-do</i>	

The Clown; Book One, page 30. Teacher's Manual, page 206.

The motives	<i>la-ti-dō-so</i>	
	<i>re-do-ti-do</i>	
The figures	<i>do-re-mi</i>	{ <i>do-re-mi</i> <i>re-mi-fa</i>
	<i>re-mi-fa</i>	
	<i>re-mi-fa-so</i>	
	<i>dō-ti-la</i>	{ <i>dō-ti-la</i> <i>so-fa-mi</i> <i>re-do-ti</i>
	<i>so-fa-mi</i>	
	<i>re-do-ti</i>	

Little Sister's Lullaby; Book One, page 31. Teacher's Manual, page 206.

The figures	<i>do-ti-do</i>	{ <i>so-fa-mi-re</i> <i>mi-re-do-ti</i>
	<i>do-re-do</i>	
	<i>mi-re-mi</i>	
	<i>mi-fa-mi</i>	The second phrase is a sequential repetition of the first; the fourth phrase, of the third.
	<i>so-fa-mi-re</i>	
	<i>mi-re-do-ti</i>	

Evening Lights; Book One, page 32. Teacher's Manual, page 207.

The figures	<i>do-re-mi</i>	{ <i>la-so-fa-mi</i> <i>dō-ti-la-so</i>
	<i>la-so-fa-mi</i>	
	<i>dō-ti-la-so</i>	
	<i>re-mi-fa</i>	{ <i>do-re-mi</i> <i>re-mi-fa</i>
	<i>mi-re-mi</i>	

The Circus; Book One, page 33. Teacher's Manual, page 208.

The motives	<i>so-dō-mi-dō</i>	
	<i>so-la-so-fa-mi</i>	
	<i>mi-so-fa-mi-re</i>	
The figures	<i>do-mi-do</i>	{ <i>la-ti-dō</i> <i>ti-dō-re</i>
	<i>so-la-ti-dō</i>	
	<i>la-so-fa-mi</i>	{ <i>la-so-fa-mi</i> <i>so-fa-mi-re</i>
	<i>so-fa-mi-re</i>	
	<i>mi-fa-so-la</i>	
	<i>la-ti-dō</i>	{ <i>fa-so-la</i> <i>la-ti-dō</i>

Dandelion; Book One, page 34. Teacher's Manual, page 208.

The motive so-mi-mi

The figures do-re-do

do-re-mi

mi-so

do-re-mi-fa-so

so-do

The fourth phrase is a sequential repetition of the third.

Kind Old Winter; Book One, page 35. Teacher's Manual, page 209.

The figures la-ti-do-ti-la

la-mi-mi

la-ti-do-re-mi

re-mi-fa-mi-re

re-la-la

la-fa-la

The third phrase is a sequential repetition of the first.

Playing Soldier; Book One, page 36. Teacher's Manual, page 209.

The motives mi-mi-mi-re-do

fa-fa-fa-mi-re

The figures do-re-mi-fa-so

so-la-ti-do-re

mi-re-do

fa-mi-re

so-fa-mi-re-do

The second phrase is a sequential repetition of the first. The fourth also, is closely related to the first, though the tones flow in the opposite direction. The two motives of the third phrase are sequential.

Summary of Figures in Chapter IV

do-re-mi

mi-re-do

re-mi-fa

fa-mi-re

mi-fa-so

so-fa-mi

fa-so-la

la-so-fa

so-la-ti

ti-la-so

la-ti-dō

dō-ti-la

ti-dō-re

re-dō-ti

do-re-mi-fa

fa-mi-re-do

re-mi-fa-so

so-fa-mi-re

mi-fa-so-la

la-so-fa-mi

fa-so-la-ti

ti-la-so-fa

so-la-ti-dō

dō-ti-la-so

la-ti-dō-re

re-dō-ti-la

ti-dō-re-mi

mi-re-dō-ti

FIFTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Icicles and Bicycles; Teacher's Manual, page 165.
- (b) The Song of the Wind; Teacher's Manual, page 163.
- (c) If; Teacher's Manual, page 168.

II. Application of Syllables. Book One, Chapter V. (See Note for Third Month, Step II, page 48.)

In addition to the work outlined above, the teacher should encourage the children to apply syllables to all bits of melody which they may hear as, for example, themes from pieces played on the graphophone or on the piano, or selections by a passing band or a "hurdy-gurdy." Some birds sing melodic bits which may be syllabified and thus identified. Such work leads to tone thinking in definite terms. It helps to develop the tone vocabulary which the child needs in order later to read music from notation, and is an important step in the development of the ability to write music.

III. Study of Motives and Figures. Book One, Chapter V.

The figures in Chapter V are based on progressions by intervals. In some instances the repetitions are literal, in other cases they are sequential. For example, in "Lady Moon,"¹ the first figure, *mi-la-so*, is succeeded by two recurrences of the same figure, each a step higher than the one before. In "The Little Huntsman,"² the interval figures are repeated literally. The second staff of the song "Kittens,"³ is another example of sequential repetition.

Characteristic Motives, Figures, and Intervals of the Songs of Chapter V

To be used for Ear Training

Lady Moon; Book One, page 37. Teacher's Manual, page 210.

The motive	<i>mi-do-re-do</i>
The figures	<i>mi-la-so</i>
	<i>fa-ti-la</i>
	<i>so-dō-ti</i>
	<i>so-fa-mi-re</i>
	<i>la-so-fa-mi</i>
	<i>so-rē-dō</i>
	<i>do-re-do</i>

¹ Book One, page 37; Teacher's Manual, page 210.

² Book One, page 38; Teacher's Manual, page 210.

³ Book One, page 39; Teacher's Manual, page 211.

The Little Huntsman; Book One, page 38. Teacher's Manual, page 210.

The figures	<i>do-mi-so-<u>do</u></i>
	<i>so-la-so</i>
	<i>re-mi-do</i>
The intervals	<i>mi-so</i>
	<i>fa-re</i>
	<i>re-so</i>
	<i>so-do</i>

Kittens; Book One, page 39. Teacher's Manual, page 211.

The chord figures	<i>do-mi-so</i>
	<i>fa-re-<u>ti</u></i>
	<i>la-fa-re</i>
	<i>so-mi-do</i>

False Alarm; Book One, page 40. Teacher's Manual, page 212.

The intervals	<i><u>do</u>-so</i>
	<i>la-fa</i>
	<i>so-mi</i>
	<i>fa-re</i>
	<i>do-so</i>
	<i>so-<u>do</u></i>

Snowflakes; Book One, page 41. Teacher's Manual, page 212.

The intervals	<i>mi-do</i>
	<i>re-ti</i>
	<i>do-la</i>
	<i>la-do</i>

Sleep, Little Treasure; Book One, page 42. Teacher's Manual, page 213.

The intervals	<i>so-mi</i>
	<i>do-<u>so</u></i>
	<i>do-mi</i>
	<i>re-fa</i>
	<i>fa-re</i>
	<i>mi-so</i>
	<i>so-re</i>

Bylo, Baby Bunting; Book One, page 43. Teacher's Manual, page 214.

The intervals *mi-so*
 la-fa
 so-so

The scale figures *do-ti-la*
 ti-do-re
 mi-re-do

In Wooden Shoes; Book One, page 44. Teacher's Manual, page 214.

The chord motives *so-so-mi-do-mi-so*
 fa-fa-re-ti-re-do
 do-mi-do-so

The chord figures *so-mi-do*
 do-mi-so
 fa-re-ti
 mi-do-so

The scale figures *so-la-ti*
 do-re-mi
 fa-mi-re
 mi-re-do

Raindrops; Book One, page 45. Teacher's Manual, page 215.

The interval figures *la-dō*
 ti-rē

The figures *la-so*
 la-ti-dō
 dō-ti-dō

Valentine Song; Book One, page 46. Teacher's Manual, page 216.

The motives *do-do-mi-do*
 ti-ti-re-ti
 so-fa-fa-mi-re-do

The chord figures *so-mi-do*
 (page 47) *fa-re-ti*
 mi-do-la
 re-ti-so

The intervals *la-fa*
 re-so

Will You Come With Me; Book One, page 48. Teacher's Manual, page 217.

The motive	<i>do-re-do-la-so</i>
The figures	<i>so-fa-mi-re</i> <i>fa-mi-re-do</i>
The interval	<i>re-so</i>

Summary of Intervals

Thirds

<i>do-mi</i>	<i>mi-do</i>	<i>so-ti</i>	<i>ti-so</i>
<i>re-fa</i>	<i>fa-re</i>	<i>la-dō</i>	<i>dō-la</i>
<i>mi-so</i>	<i>so-mi</i>	<i>ti-rē</i>	<i>rē-ti</i>
<i>fa-la</i>	<i>la-fa</i>		

Fourths

<i>do-fa</i>	<i>fa-do</i>	<i>so-dō</i>	<i>dō-so</i>
<i>re-so</i>	<i>so-re</i>	<i>la-rē</i>	<i>rē-la</i>
<i>mi-la</i>	<i>la-mi</i>	<i>ti-mī</i>	<i>mī-ti</i>
<i>fa-ti</i>	<i>ti-fa</i>		

NOTE. The singing of these intervals in sequence is sufficient drill for second-grade children. At this time it is not necessary to drill upon the other intervals. Fifths are inversions of Fourths, and Sixths are inversions of Thirds.

SIXTH MONTH

I. Rote Songs. Teach the following songs by rote:

- Winter Jewels; Teacher's Manual, page 167.
- Miss Rainy Day; Teacher's Manual, page 172.
- The Goblin; Teacher's Manual, page 169.

II. Presentation of Notation. Book One, Chapter I, is to be studied thus:

- Write "Good Morning,"¹ on the board, the phrases one above the other as in the book. Children sing the song, the teacher indicating the flow of the tones with a sweep of the pointer across the phrase.
- Study phrases as such, making comparisons, noting repetitions, etc.
- Locate the motives and figures by position in the song.
- Sing the song from the book.
- Take steps (b) and (c) with the song as it appears in the book.

When the class has studied "Good Morning," as here outlined, take "A Good-by Song"² and "Fido and His Master"³ in the same manner. The

¹ Book One, page 5; Teacher's Manual, page 187.

² Book One, page 6; Teacher's Manual, page 188.

³ Book One, page 7; Teacher's Manual, page 188.

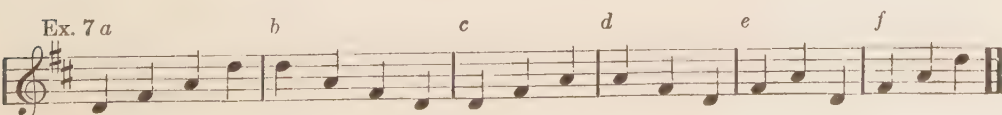
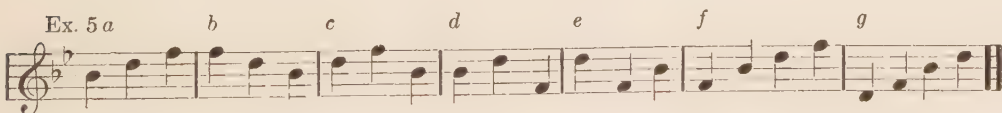
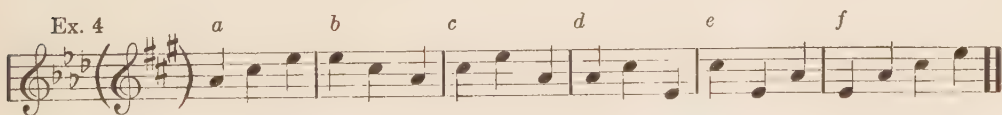
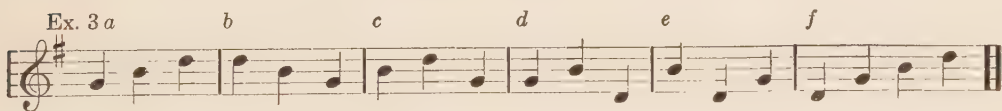
teacher can then judge whether or not it is wise to take the remaining songs of Chapter I from the book without preliminary work on the board. Some classes will do this readily, but it is not well to crowd the children too rapidly.

(For detailed suggestions see Introduction to Second Grade, Teacher's Manual, page 39.)

III. Work in Eye Training. Visualization Drills.

For these drills use the motives and figures of Chapter I. These may be summarized as follows:

Table of Figures in Chapter I



SEVENTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) The Umbrella Man; Teacher's Manual, page 170.
- (b) The Windflower; Teacher's Manual, page 173.
- (c) The Cats of Kilkenny; Teacher's Manual, page 179.

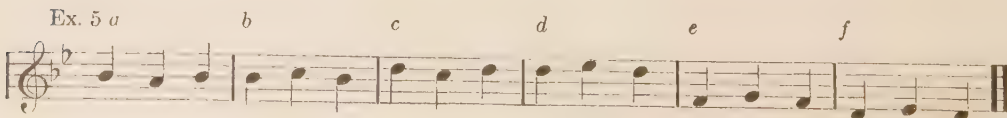
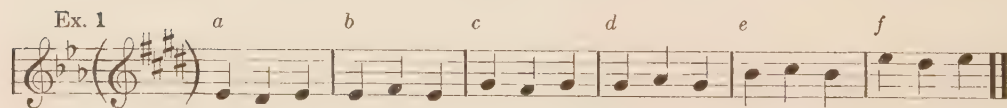
II. Development of Notation. Book One, Chapters II and III.

- (a) The first few songs are presented first from the board, then from the book.
- (b) Study phrases, noting repetitions.
- (c) Locate motives and figures.

When the topics of the chapter are clear to the children, the remaining songs of the chapter may be taken directly from the book.

III. Work in Eye Training. Visualization Drills.

Use the motives and figures of Chapters II and III. These may be summarized as follows:

Table of Figures in Chapter II

Ex. 6 a

b

c

d

e

f

g



Ex. 7 a

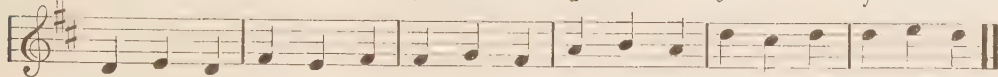
b

c

d

e

f

*Table of Figures in Chapter III*

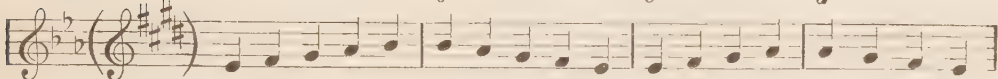
Ex. 1

a

b

c

d



e

f

g

h

i

j



Ex. 2 a

b

c

d



e

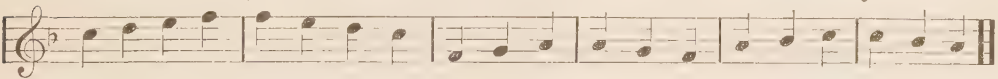
f

g

h

i

j



Ex. 3 a

b

c

d



e

f

g

h

i

j



Ex. 4

a

b

c

d



e

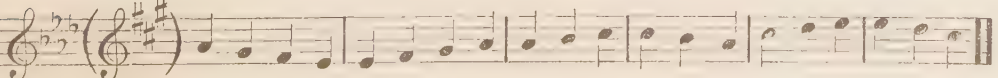
f

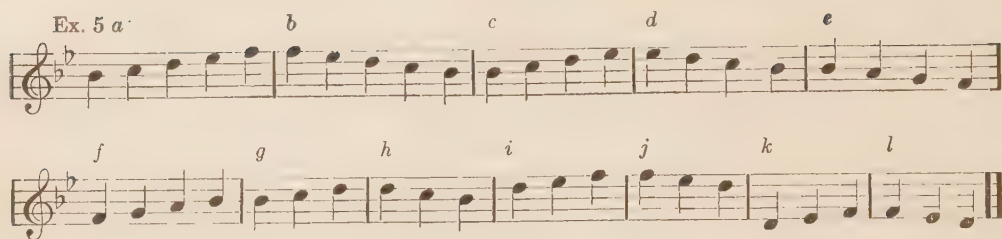
g

h

i

j





EIGHTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) The Naughty Tulip; Teacher's Manual, page 178.
- (b) The Scissors Grinder; Teacher's Manual, page 174.
- (c) Little Robin Redbreast; Teacher's Manual, page 176.

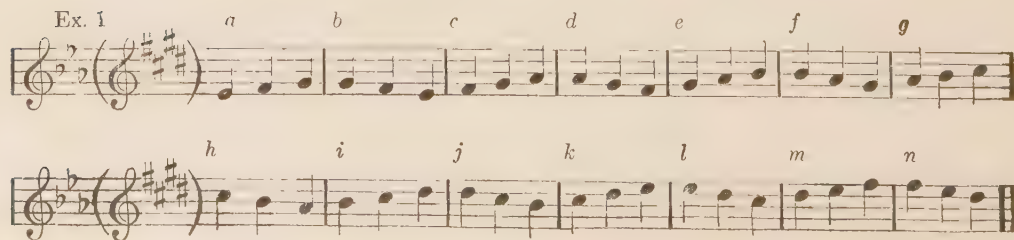
II. Development of Notation. Book One, Chapters IV and V.

These songs are to be taken according to the directions for Grade II, outline for seventh month, Step II, page 58.

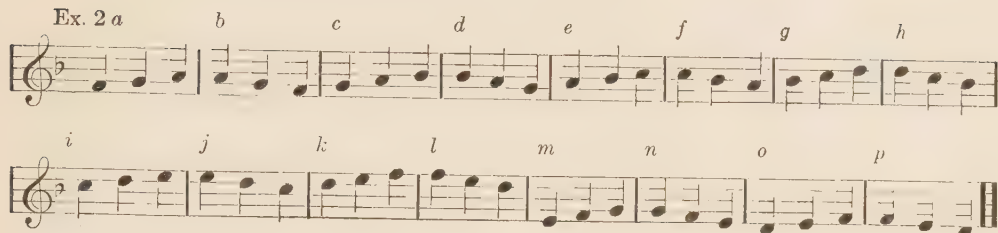
III. Work in Eye Training. Visualization Drills.

Use the motives and figures of Chapters IV and V. These may be summarized as follows:

Table of Figures in Chapter IV



Ex. 2 a



Ex. 3 a



Ex. 4



Ex. 5 a



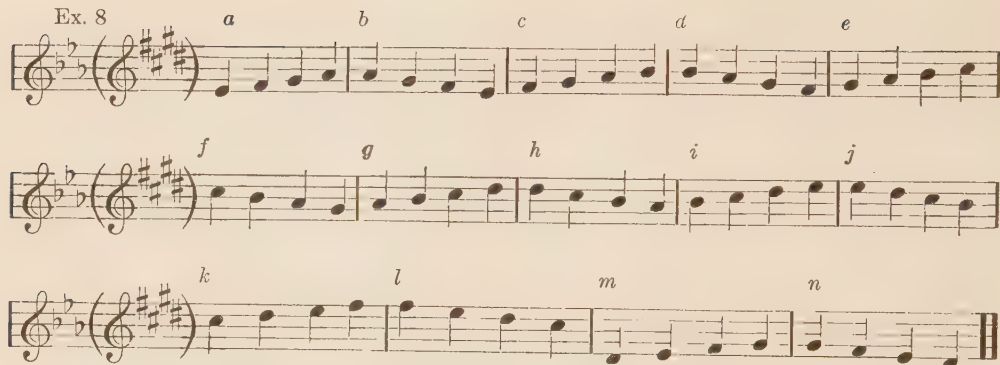
Ex. 6 a



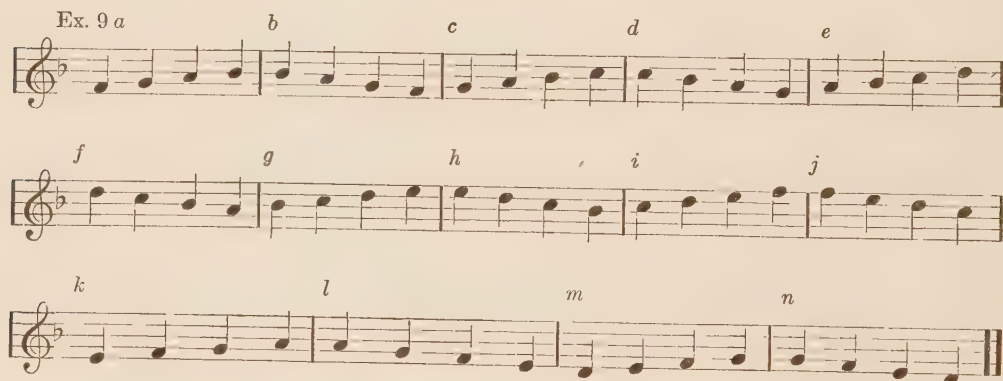
Ex. 7 a



Ex. 8



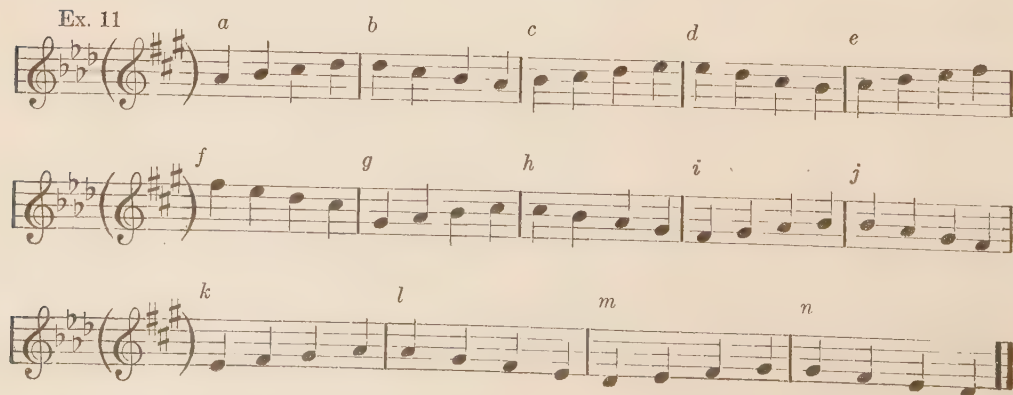
Ex. 9 a



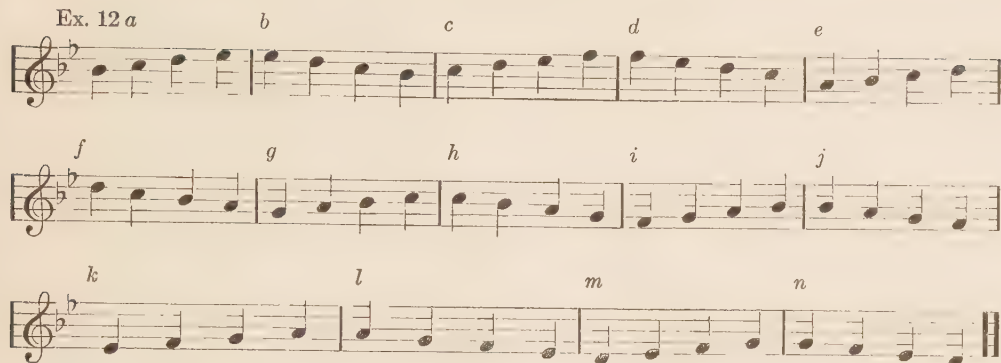
Ex. 10 a



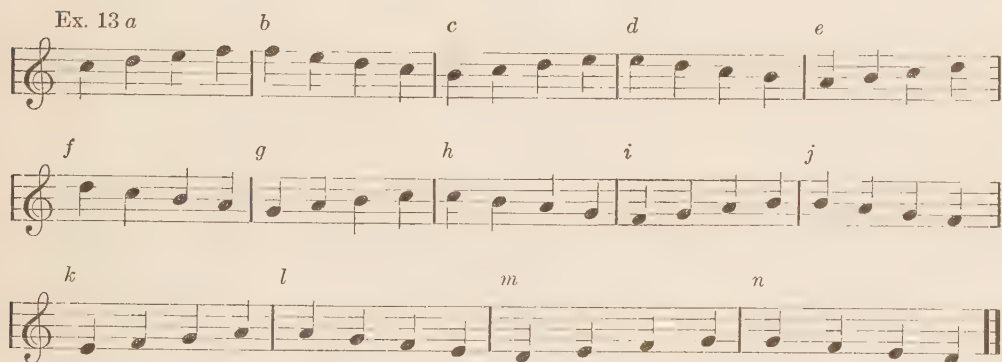
Ex. 11



Ex. 12 a



Ex. 13 a



Ex. 14 a

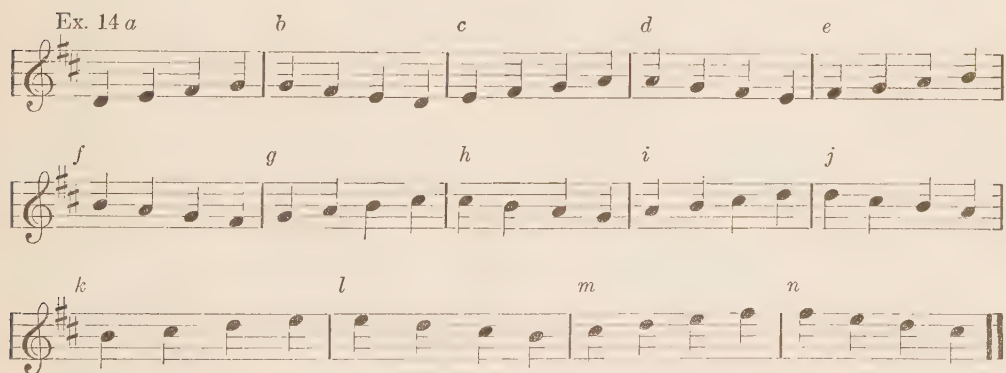


Table of Figures in Chapter V

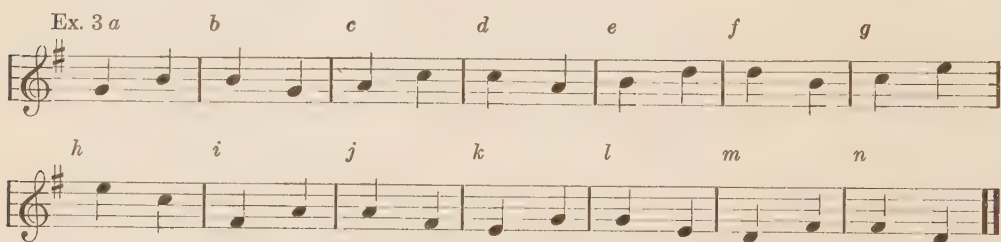
Ex. 1



Ex. 2 a



Ex. 3 a



Ex. 4



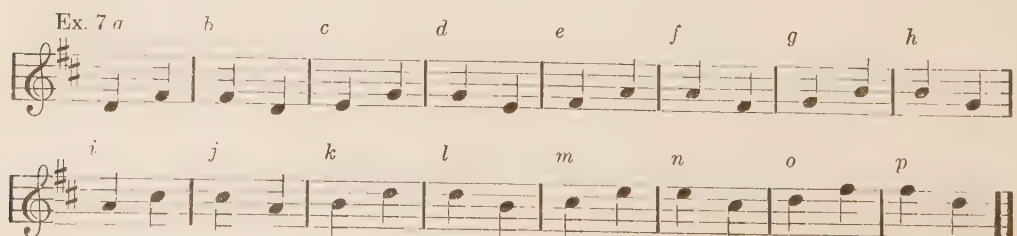
Ex. 5 a



Ex. 6 a



Ex. 7 a



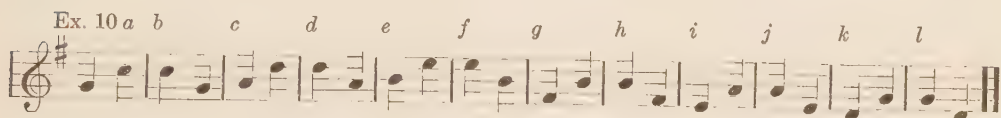
Ex. 8



Ex. 9 a



Ex. 10 a b c d e f g h i j k l



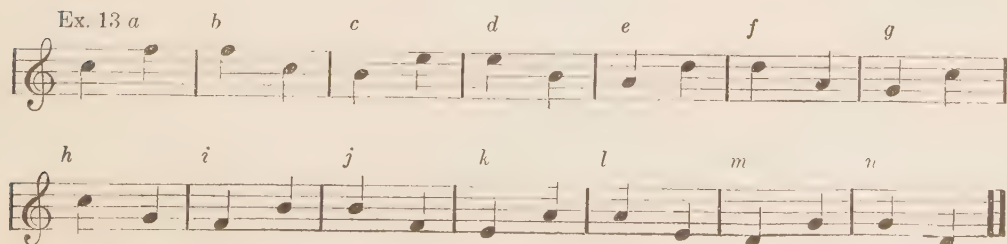
Ex. 11



Ex. 12 a



Ex. 13 a





NINTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) The Five Toes; Book One, page 120. Teacher's Manual, page 260.
- (b) Little Miss Tulip; Teacher's Manual, page 184.
- (c) Daisy Nurses; Teacher's Manual, page 180.

The books should be in the hands of the children while learning "The Five Toes." (See Section 2, Enlargement of the Musical Vocabulary, page 76 of this Manual.)

II. First Reading of New Songs. Part Two, Chapter VI.

The new feature of this period of the year's work is the independent recognition by the children of previously studied figures, the teacher supporting their voices over unfamiliar connecting passages. The songs for this work have not previously been learned by rote, as in the case of all the songs used for notation study in the sixth, seventh, and eighth months.

(For detailed suggestions see Introduction to Second Grade, Teacher's Manual, page 41.)

Analysis of Songs of Chapter VI

Kitty Mine; Book One, page 49.

Familiar figures are $\overline{do}$ -so-mi-do
 fa-mi-re
 mi-re-do
 la-ti- $\overline{do}$

(Review figures in "Gypsy Peddler," Book One, page 20.¹)

¹ Teacher's Manual, page 199.

Before and After Dark; Book One, page 50. Teacher's Manual, page 218.

Familiar figures are *so-mi-do*
 mi-fa-so
 so-la-so
 so-so-dō

(Review figures in "Cherries,"¹ "The Holiday,"² and "A Surprise."³)

The Airship; Book One, page 51. Teacher's Manual, page 218.

Familiar figures are *do-mi-so*
 so-la-so
 dō-so-mi-do
 re-mi-fa-so-la
 so-dō
 mi-re-do

Happy Thought; Book One, page 52. Teacher's Manual, page 219.

Familiar figures are *so-mi*
 so-mi-do
 mi-do
 fa-mi-re-do

Blowing Bubbles; Book One, page 52.

Familiar figures are *so-mi-do*
 dō-ti-la-so
 so-mi
 dō-so
 mi-re-do

At Night When I Have Gone to Bed; Book One, page 53. Teacher's Manual, page 219.

Figures are *do-mi-so*
 so-mi-do
 do-re-mi
 so-fa-mi-re
 fa-mi-re-do
 mi-re-do

(Note the "spliced" and sequential figures.)

¹ Book One, page 10; Teacher's Manual, page 191.

² Book One, page 15; Teacher's Manual, page 195.

³ Book One, page 24; Teacher's Manual, page 200.

TENTH MONTH

I. Rote Songs. Teach the following songs by rote:

(a) The Pink Pig; Book One, page 128. Teacher's Manual, page 268.

(b) The Ragman; Teacher's Manual, page 182.

(c) The Happy Bee; Teacher's Manual, page 185.

"The Pink Pig" is learned with books in the hands of the children.

(See Section 2, Enlargement of the Musical Vocabulary, page 76.)

II. Reading of New Songs. Take the songs in Book One, Chapter VII, according to the directions in the outline for ninth month, Step II, page 66. (See Teacher's Manual, page 41.)*Analysis of Songs of Chapter VII**Smiling Girls, Rosy Boys;* Book One, page 54.

Familiar figures are *do-ti-do*
mi-re-mi
do-mi-so
so-re
do-so
so-fa-mi-re
fa-mi
fa-re

The Farmer; Book One, page 55. Teacher's Manual, page 220.

Familiar figures are *do-mi-so*
so-la-so
so-mi
do-re-mi
mi-fa-mi
mi-do
do-mi
re-fa
so-do
mi-so
ti-do

The Eskimo Hunter; Book One, page 56. Teacher's Manual, page 220.

Familiar figures are *so-mi-do*
do-re-do
la-so
so-do
mi-re-do

The Golden Coach; Book One, page 56.

Familiar figures are *so-la-so*
so-mi-do
so-fa-mi-re-do

The tonic-chord feeling should suggest the tones for "Tra-la-lay."

Busy Folks; Book One, page 57. Teacher's Manual, page 221.

Familiar figures are *do-mi-so*
la-so
so-mi
 $\overline{do-ti-la}$
 $la-ti-\overline{do}$

Teach $\overline{do-\overline{do-ti-fa}}$ (a new figure) by rote, and have children find it in song.

The Mooley Cow; Book One, page 58.

Familiar figures are *so-do*
do-ti-do
mi-re-mi
 $so-\overline{do}$
la-so
so-mi-do

Teach *so-fa-so* (third phrase) by rote.

Baby Life; Book One, page 59. Teacher's Manual, page 221.

Familiar figures are *re-do-re*
fa-mi-re
so-la-so
mi-fa-so
mi-re-do
mi-so

Summary of Figures Outlined for Study in the Second Grade

(With the pages of Book One where they may be found)

It will be observed that practically all of these figures are found in the songs outlined for study in this grade. The exceptions are included in order to complete, throughout the scale, the sequential succession of diatonic and interval figures. A number of instances of "splicing" are included.

(a) *Tonic Chord Figures*

<i>do-mi-so-dō</i>	Pages 5, 20, 38
<i>dō-so-mi-do</i>	Pages 7, 20, 49, 51
<i>do-mi-so</i>	Pages 5, 6, 7, 21, 22, 23, 39, 44, 51, 53, 54, 55, 57
<i>so-mi-do</i>	Pages 7, 10, 12, 13, 21, 23, 39, 44, 47, 50, 52, 53, 55, 56, 57, 58, 59
<i>do-mi-so</i>	Pages 7, 8
<i>mi-so-do</i>	Page 8
<i>mi-so-do</i>	Pages 16, 17
<i>mi-do-so</i>	Page 44
<i>so-do-mi-so</i>	Pages 7, 8
<i>mi-so-do-mi</i>	Page 9

(b) *Tones of the Tonic Chord with Neighboring Tones*

<i>do-ti-do</i>	Pages 10, 13, 14, 15, 19, 30, 31, 45, 54, 58, 59
<i>mi-re-mi</i>	Pages 17, 31, 32, 42, 54, 58
<i>mi-fa-mi</i>	Pages 11, 18, 27, 31, 52, 55, 59
<i>so-la-so</i>	Pages 6, 13, 15, 16, 17, 18, 19, 20, 25, 27, 33, 38, 45, 50, 51, 55, 56, 58, 59
<i>do-re-do</i>	Pages 7, 10, 14, 16, 17, 18, 24, 26, 29, 31, 33, 34, 37, 48, 56, 59

Derivatives of these Figures

<i>dō-ti</i>	<i>ti-dō</i>	No attempt is made to list the pages on which these derivatives occur, as nearly every melody in the course will include one or more of them.
<i>la-so</i>	<i>so-la</i>	
<i>fa-mi</i>	<i>mi-fa</i>	
<i>re-do</i>	<i>do-re</i>	

(c) *Diatonic Figures*

<i>do-re-mi</i>	Pages 10, 13, 24, 26, 28, 30, 32, 34, 45, 52, 53, 55, 56, 58, 59
<i>mi-re-do</i>	Pages 6, 8, 12, 19, 24, 26, 27, 28, 36, 40, 42, 45, 49, 51, 52, 53, 56, 59
<i>re-mi-fa</i>	Pages 17, 28, 30, 32, 35
<i>fa-mi-re</i>	Pages 6, 17, 19, 23, 24, 28, 29, 32, 34, 35, 36, 43, 45, 49, 59

<i>mi-fa-so</i>	Pages 12, 14, 24, 27, 28, 38, 42, 50, 58, 59
<i>so-fa-mi</i>	Pages 27, 28, 30, 34, 37, 42, 59
<i>fa-so-la</i>	Page 33
<i>la-so-fa</i>	Pages 33, 34, 37
<i>so-la-ti</i>	Pages 16, 22, 23, 45
<i>ti-la-so</i>	Pages 11, 13, 16, 19, 37
<i>la-ti-$\bar{d}\bar{o}$</i>	Pages 13, 30, 33, 35, 43, 45, 49, 57
<i>$\bar{d}\bar{o}$-ti-la</i>	Pages 19, 20, 22, 23, 30, 35, 37, 41, 43, 57
<i>ti-$\bar{d}\bar{o}$-$\bar{r}\bar{e}$</i>	Pages 13, 14, 33, 43, 47
<i>$\bar{r}\bar{e}$-$\bar{d}\bar{o}$-ti</i>	Pages 15, 30, 37
<i>do-re-mi-fa</i>	Pages 25, 29, 30, 35
<i>fa-mi-re-do</i>	Pages 20, 25, 27, 30, 43, 46, 47, 48, 52, 53
<i>re-mi-fa-so</i>	Pages 27, 29, 30, 51, 58
<i>so-fa-mi-re</i>	Pages 6, 20, 24, 29, 31, 33, 34, 37, 48, 53, 54
<i>mi-fa-so-la</i>	Pages 29, 33
<i>la-so-fa-mi</i>	Pages 20, 27, 29, 32, 33, 34, 37
<i>fa-so-la-ti</i>	Page 29
<i>ti-la-so-fa</i>	(Occurs frequently as part of a larger progression)
<i>so-la-ti-$\bar{d}\bar{o}$</i>	Pages 10, 12, 21, 22, 23, 33, 45
<i>$\bar{d}\bar{o}$-ti-la-so</i>	Pages 13, 20, 21, 22, 23, 29, 32, 52
<i>la-ti-$\bar{d}\bar{o}$-$\bar{r}\bar{e}$</i>	Pages 16, 33, 43, 47
<i>$\bar{r}\bar{e}$-$\bar{d}\bar{o}$-ti-la</i>	Page 37
<i>ti-$\bar{d}\bar{o}$-$\bar{r}\bar{e}$-$\bar{m}\bar{i}$</i>	Page 59
<i>$\bar{m}\bar{i}$-$\bar{r}\bar{e}$-$\bar{d}\bar{o}$-ti</i>	Pages 13, 31
<i>do-re-mi-fa-so</i>	Pages 12, 25, 35, 36
<i>so-fa-mi-re-do</i>	Pages 20, 26, 36, 42, 46, 47, 48, 54, 56
<i>la-ti-do-$\bar{r}\bar{e}$-$\bar{m}\bar{i}$</i>	Page 35
<i>re-mi-fa-so-la</i>	Page 51
<i>so-la-ti-$\bar{d}\bar{o}$-$\bar{r}\bar{e}$</i>	Page 36
<i>$\bar{r}\bar{e}$-$\bar{d}\bar{o}$-ti-la-so</i>	Pages 13, 21

(d) *Intervals*

<i>do-mi</i>	Pages 6, 7, 8, 16, 17, 18, 21, 25, 27, 31, 33, 37, 38, 42, 44, 46, 47, 50, 51, 52, 53, 54, 55, 58
<i>mi-do</i>	Pages 5, 6, 11, 12, 17, 20, 24, 26, 29, 33, 37, 38, 41, 44, 46, 47, 52, 53, 54, 55, 56, 58, 59

<i>re-fa</i>	Pages 18, 42, 54, 55, 59
<i>fa-re</i>	Pages 5, 15, 39, 40, 42, 44, 45, 46, 47, 54
<i>mi-so</i>	Pages 6, 8, 11, 13, 15, 18, 24, 31, 33, 34, 37, 38, 42, 51, 52, 53, 54, 55, 56, 58, 59
<i>so-mi</i>	Pages 6, 15, 18, 24, 27, 38, 40, 42, 50, 52, 55, 56, 57, 59
<i>fa-la</i>	Pages 35, 57
<i>la-fa</i>	Pages 35, 39, 40, 58, 59
<i>so-ti</i>	Page 46
<i>ti-so</i>	Pages 46, 47
<i>la-dō</i>	Pages 11, 41, 45
<i>dō-la</i>	Pages 9, 11, 13, 16, 41, 45, 46, 47, 48, 56, 58
<i>ti-rē</i>	Pages 44, 45, 46
<i>rē-ti</i>	Pages 14, 39, 41, 44, 45, 46
<i>do-fa</i>	Pages 13, 36, 39, 44, 47
<i>fa-do</i>	
<i>re-so</i>	Pages 10, 15, 36, 39, 40, 46, 47, 48, 58, 59
<i>so-re</i>	Pages 34, 38, 42, 54
<i>mi-la</i>	Pages 32, 35, 37
<i>la-mi</i>	Pages 35, 37
<i>fa-ti</i>	Page 37
<i>ti-fa</i>	Page 57
<i>so-dō</i>	Pages 7, 8, 10, 13, 19, 25, 26, 32, 33, 37, 41, 42, 47, 48, 50, 51, 55, 56, 57, 58
<i>dō-so</i>	Pages 12, 16, 25, 26, 30, 33, 38, 40, 42, 44, 45, 52, 55, 56
<i>la-rē</i>	Page 11
<i>rē-la</i>	Page 35
<i>ti-mī</i>	Page 47
<i>mī-ti</i>	
<i>do-so</i>	Pages 5, 7, 12, 41, 47, 49, 50, 52, 54, 56
<i>so-do</i>	Pages 12, 14, 22, 23, 35, 38, 39, 41, 43, 55, 57, 58
<i>re-la</i>	Page 37
<i>fa-dō</i>	Page 40
<i>fa-ti</i>	Pages 18, 55
<i>so-rē</i>	Pages 9, 37
<i>rē-so</i>	Pages 9, 10, 14, 21, 25, 43, 56

<i>la-mi</i>	Page 41
<i>so-mi</i>	Pages 12, 16, 17, 34
<i>mi-so</i>	Pages 7, 8, 13, 16, 43
<i>so-ti</i>	Page 11
<i>la-fa</i>	Pages 43, 46, 47
<i>do-mi</i>	Page 51
<i>mi-do</i>	Pages 52, 56
<i>so-fa</i>	Pages 19, 48
<i>do-do</i>	Page 5
<i>do-do</i>	Pages 49, 52
<i>so-so</i>	Pages 7, 8, 36
<i>so-so</i>	Pages 42, 43

(e) *Additional Chord Figures*

<i>fa-re-ti</i>	Pages 39, 44, 45, 47
<i>la-fa-re</i>	Page 39
<i>re-ti-so</i>	Pages 46, 47
<i>so-ti-re</i>	Page 46
<i>mi-do-la</i>	Page 47

THIRD GRADE — SYLLABUS

- I. ROTE SONGS. (Books in the hands of the children)
 1. Development of artistic singing; use of the voice
 2. Enlargement of the musical vocabulary
- II. RHYTHMIC DEVELOPMENT
 1. Growth of the rhythmic sense
 - (a) Through rote songs
 - (b) Through singing games
 - (c) Through folk dances
 2. Study of rhythmic notation
 - (a) Through scanning the poem
 - (b) Through comparison and association of the phrases of new songs with those of familiar songs
 - (c) Through study of comparative note values
- III. SPECIFIC WORK IN EAR TRAINING
 1. Organization and development of the figure vocabulary acquired in the previous grade
 - (a) Tonic-chord figures
 - (b) Diatonic figures
 - (c) Interval figures
 - (d) Additional chord figures
 2. Further enlargement of the vocabulary
 3. Development of the ability to sing any tone of the scale by relating it with the tonic
 4. Creative work
- IV. SPECIFIC WORK IN EYE TRAINING
 1. Visualization drills for figures made familiar through ear training
 2. Finding staff position of tonic chord from the key signature
 3. Written work
- V. DEVELOPMENT OF THE SYNTHETIC PROCESS
 1. Reversing former analytical process
 2. Re-reading familiar songs
 3. Reading new songs classified with regard to figure content
 4. Reading unclassified songs

THIRD GRADE — INTRODUCTION

Genetic psychology and the observation of children engaged in learning have shown that in the primary grades the learning process is, in the main, one of sense activity. The children are storing their minds with *sensory* experiences; they are acquiring skill in doing by imitation. The introduction of music to the children during the first two years has, therefore, been accomplished by appealing primarily to the sense of hearing. Their experience with music as a form of expression and their skill in singing have been acquired by imitation.

The children of the third grade are in an intermediate stage of development, a stage of growth between that of the *Sensory Period* and the *Associative Period*, manifesting tendencies and characteristics peculiar to the former and foreshadowing those of the latter. The teaching of music should, therefore, still consist in part of imitative song singing and in the further training of the senses of hearing and visualization. The material for this definite training should still be concrete; that is, it should consist of the same motives and figures that were found in the songs of the previous grades.¹ On the other hand, with the aim in view of appealing to the growing power of association, the work should develop the synthetic process of applying this expanding vocabulary of musical ideas to the reading of new songs with growing independence.

With the type of rote songs designated as *observation songs* as a working basis, and by a process of analysis, the children have become acquainted with the elements of song — the phrase, the motive, and the figure.

This vocabulary of musical ideas they are now to apply in practice by synthetically combining these familiar elements into new and unfamiliar relations.

I. ROTE SONGS

1. Development of Artistic Singing

With the growing interest in music, with the development of the powers of imagination, impersonation, and dramatization, with the gradual elimination of monotonous, and with the increasing facility on the part of the children in expressing feeling through the medium of the singing voice, we may expect and demand a finer quality of singing and a higher degree of artistic interpretation.

Every song is a medium for the expression of an artistic ideal. More and more the children should be encouraged to suggest the appropriate interpretation of the songs they are studying.

¹ See Summary on page 70.

2. Enlargement of the Musical Vocabulary

The art songs of the course are not technically limited to the equipment of the pupils. Through familiarity with such songs the musical experience and vocabulary of the children will be enriched because of the many new and interesting rhythmic and melodic effects found in the songs. These effects, experienced subconsciously, will become the problems of the succeeding grades, to be consciously mastered. In the following years they will be recalled as past experience and will serve as a basis for further definite musical development by being subjected to conscious observation, study, and drill.

Indeed, this process may be foreshadowed in the third grade, by teaching the rote songs with the books in the hands of the children. Many figures and combinations common to all musical literature are, by this time, a usable part of the children's sound and sight vocabulary. The children should, therefore, be encouraged, in learning these rote songs, to recognize the familiar figures, in order to gain as much as possible from the notation. They should be asked to follow the notation, phrase by phrase, while the teacher sings with *loo*. Ear and eye should be trained to coördinate in this work.

II. RHYTHMIC DEVELOPMENT

1. Growth of the Rhythmic Sense

- (a) Through rote songs
- (b) Through singing games
- (c) Through folk dances

These topics are treated in this Manual on pages 19 and 103.

2. Study of Rhythmic Notation

- (a) Through scanning the poem
- (b) Through comparison and association of the phrases
of new songs with those of familiar songs
- (c) Through study of comparative note values

The music work of the first five months of the third grade is a development and enlargement of similar work in the last two months of the second grade. The teacher is referred to the directions on pages 19, 36, and 41 of this Manual for guidance in her work during these months.

Beginning with the outline for the sixth month of the third grade, a greater independence is required of the children. The whole of Book One, Part Two, is devoted to the development of a plan for training children to *attack* musical

problems. Part Three offers material for the independent exercise of this power. The songs are no longer presented in consecutive order according to technical considerations, with ready reference to familiar songs embodying similar ideas. Neither are they invariably printed one or two phrases to a line, as in Parts One and Two, but frequently the phrase is broken. Here the child's experience in poetic scansion must guide him in determining the phrase analysis of the song. Here, too, the experience gained through frequent comparison of phrase rhythms of familiar and unfamiliar songs must suggest to him the rhythmic flow of the new song. The great amount of detailed analysis of the notation of the songs of Part One and its application in the study of the songs of Part Two will have given the pupil a basis for determining the rhythm of the new songs from their notation. The songs of Part Three offer no new rhythmic problems; there is scarcely a phrase but has its rhythmic prototype in one or more earlier songs. Through the three steps outlined above, the children must determine the rhythm of the new song, and, with the least possible assistance from the teacher and in a large measure individually, must apply their knowledge in reading the new song.

III. SPECIFIC WORK IN EAR TRAINING

1. Organization and Development of the Figure Vocabulary acquired in the Previous Grade

An examination of the summary of figures given at the end of the outline for the second grade¹ shows that the children have an acquaintance with a large number of figures commonly found in music. This vocabulary has been gained through experience with songs, which, by ear analysis, were reduced to their constituent elements — phrases, motives, and figures. The summary of figures quoted above indicates the various pages of Book One on which each figure occurs. The drill on figures as conducted in the second grade may, therefore, be said to be rational, or *concrete*, in that each figure has been associated with the songs of which it is a part.

Although, in the second grade, the development of the children's vocabulary of figures was materially facilitated by the fact that the songs of Book One, Part One, were organized into successive chapters, no attempt was made at a formal organization of these figures in the minds of the children. This was because, in the *Sensory Period*, it is advisable to maintain a *concrete* relationship between figure and song. Further progress requires formal drill and repeated associations. The third grade, being a transitional² stage of development, foreshadows some of the traits of the *Associative Period*, notably the susceptibility to drill and the power of applying experience. In the third

¹ See Teacher's Manual, page 70.

² Teacher's Manual, pages 3 and 75.

grade, therefore, we may profitably engage in drills more formal, or *abstract*, than has heretofore been advisable.

(a) *Tonic-Chord Figures*

Tonic-chord figures have been so constantly before the children in the lower grades that little formal drill will here be necessary. These figures and their interval derivatives should be dictated to the class without reference to particular songs in which they occur. The teacher sings the figure with *loo* and the class or individuals respond with the *so-fa* syllables.

(b) *Diatonic Figures*

Such figures as are conspicuous in the songs of Chapters II and VII may be organized for formal drill as follows:

* <i>do-re-do</i>	* <i>do-ti-do</i>
<i>re-mi-re</i>	<i>re-do-re</i>
* <i>mi-fa-mi</i>	* <i>mi-re-mi</i>
<i>fa-so-fa</i>	<i>fa-mi-fa</i>
* <i>so-la-so</i>	<i>so-fa-so</i>
<i>la-ti-la</i>	<i>la-so-la</i>
<i>ti-do-ti</i>	<i>ti-la-ti</i>

This exercise will add nine new figures to the children's vocabulary, those marked with an asterisk being listed in the summary at the close of the second grade outline. Similar drills should be conducted with three tones ascending and descending as found in the summary of figures for second grade.¹ The following is a variation of this drill:

<i>do-mi-re</i>	<i>mi-do-re</i>
<i>re-fa-mi</i>	<i>fa-re-mi</i>
<i>mi-so-fa</i>	<i>so-mi-fa</i>
<i>fa-la-so</i>	<i>la-fa-so</i>
<i>so-ti-la</i>	<i>ti-so-la</i>
<i>la-do-ti</i>	<i>do-la-ti</i>
<i>ti-re-do</i>	<i>re-ti-do</i>

Drills should also be given on figures of four and five tones of the scale, ascending and descending.¹ Far from being mechanical, these sequence studies

¹ See Teacher's Manual, page 70.

will be found in many of the best vocalises of the great singing masters and in the scores of such works as "The Messiah," "The Creation," etc.

(c) *Interval Figures*

The table of intervals of thirds and fourths will be found complete in the second-grade outline.¹ They should be sung sequentially, as was recommended for the diatonic figures. Intervals larger than a fourth are comparatively infrequent and therefore need not be given formal drill in this grade.

(d) *Additional Chord Figures*

With the tonic chord figure *do-mi-so* as a pattern, it will not be difficult for the children to work out the additional chord figures in the scale. Most of these have already occurred in the children's songs. For the teacher's convenience the entire list is given:

$\left\{ \begin{array}{l} \text{do-mi-so} \\ \text{so-mi-do} \end{array} \right.$	$\left\{ \begin{array}{l} \text{fa-la-d\bar{o}} \\ \text{d\bar{o}-la-fa} \end{array} \right.$
$\left\{ \begin{array}{l} \text{re-fa-la} \\ \text{la-fa-re} \end{array} \right.$	$\left\{ \begin{array}{l} \text{so-ti-r\bar{e}} \\ \text{r\bar{e}-ti-so} \end{array} \right.$
$\left\{ \begin{array}{l} \text{mi-so-ti} \\ \text{ti-so-mi} \end{array} \right.$	$\left\{ \begin{array}{l} \text{la-d\bar{o}-m\bar{i}} \\ \text{m\bar{i}-d\bar{o}-la} \end{array} \right.$
	$\left\{ \begin{array}{l} \text{ti-r\bar{e}-f\bar{a}} \\ \text{f\bar{a}-r\bar{e}-ti} \end{array} \right.$

The purpose of these drills is to give the children the same facility in tone thinking and singing that they exercise daily in language thinking and speaking. They must learn to make the tonal associations without effort, almost automatically. It is possible to accomplish this only by frequent repetition in drill.

2. Further Enlargement of the Vocabulary

By making New Combinations of Derivatives of Familiar Figures

In language reading, when the children have gained a vocabulary of sight words, these are subjected to analysis and drill. For instance, by analysis the word "make" is found to consist of the phonetic elements "m" and "ake"; the word "ran" of "r" and "an." By interchanging the consonant prefixes and the phonograms, the children build or blend them into the words "rake" and "man." By using other consonant prefixes, as found in other words, in

¹ See Teacher's Manual, page 56.

connection with these phonograms, a list of "family words" is developed. The following are additional examples:

bake	ban
cake	can
lake	fan
rake	ran
sake	tan
take	van

In the same way, by recombining the derivatives of familiar music figures, we may build figures new to the child's experience. For instance, the motives, *do-mi-mi-so*, found in "A Good-by Song," Book One, page 6,¹ and *mi-so-do-mi*, in "Bubbles," Book One, page 9,² are merely combinations of the tonic chord derivatives, *do-mi* and *mi-so*.

In like manner, by blending *re-do*, a derivative of the figure *do-re-do*, with *ti-do*, a derivative of the figure *do-ti-do*, we may secure the new figures *do-re-ti-do* and *do-ti-re-do*, both of which are commonly found as phrase endings or cadences. See "Street Music," Book One, page 70,³ and "The Rooster's Good Morning," Book One, page 74.⁴

All familiar motives and figures should be reduced to these smaller elements of two or three tones. It is the thorough appreciation of the fact that all musical ideas are spun or woven together out of these small melodic fragments that will enable the children to think logically and intelligently in music, and later, in reading, to grasp the thought of the composer.

3. Development of the Ability to Sing Any Tone of the Scale by Relating it with the Tonic

The study of figures as outlined in the foregoing paragraphs has done more than simply fix a vocabulary of figures in the minds of the children. The scale has been thoroughly studied in all its tonal relations. A feeling for tonality has been developed by constant reference to the tonic chord, and all the usual diatonic and interval progressions have been made familiar. The function and place of each tone in the scale has been made clear. It should now be comparatively easy for the children to think and sing any given tone from dictation by relating it with the tonic, or key tone, and to attack a phrase or a familiar figure beginning on any tone of the scale. Until the children can do this successfully they will be more or less dependent upon the help of the teacher.

¹ Teacher's Manual, page 188.

² Teacher's Manual, page 189.

³ Teacher's Manual, page 226.

⁴ Teacher's Manual, page 228.

4. Creative Work

With a little encouragement the children may be led to do interesting creative work in the invention of original phrases by rearranging the familiar figures of their vocabulary. This may be done with lines of poems or with Mother Goose jingles, which may serve as rhythmic patterns or suggestions. The object is not to develop would-be composers; its immediate purpose is to develop the ability to think and to express musical ideas by means of familiar tonal relations.

IV. SPECIFIC WORK IN EYE TRAINING

1. Visualization Drills for Figures made Familiar through Ear Training

Closely associated with the foregoing work in ear training, consistent drills in the visualization of familiar figures and their derivatives should be given. The picture of the note heads upon the staff expressing these relations should be made a vivid mental image by constant drill. The association of the tonal effect of a figure with its notation should become as instantaneous as the recognition of a word of three or four syllables or a group of three or four short words in language reading.

2. Finding Staff Position of the Tonic Chord from the Key Signature

To further the children's independence of the teacher, they should now be taught how to find the staff position of the tonic chord by a glance at the key signature. On a corner of the blackboard the teacher may write upon a staff the signatures of the nine more commonly used keys, with *do-mi-so-dō* in staff notation immediately following each signature. She may also teach the following rules for independently locating the tonic chord:

(a) When flats are in the signature, the flat farthest to the right is on the same staff degree as *fa*. Therefore *so* is on the next staff degree above. Locate *so-mi-do* on descending lines (or spaces, as the case may be).

(b) When sharps are in the signature, the sharp farthest to the right is on the same staff degree as *ti*. Therefore, if *ti* is on a line, *so-mi-do* will be found on the next three descending lines; if *ti* is in a space, *so-mi-do* will be found in the next three descending spaces.

(c) With no sharps or flats in the signature, *do-mi-so* is on the first line below, the first, and the second lines.

The rules (a) and (b) are of lasting value when it is remembered that they apply equally to the bass clef and to various other clefs.

The teacher, in assigning a song, should mention the page and the title, and sound *do*. The children should locate the tonic chord from the signature,

and think the pitch and name of the first tone by relating it with the tonic chord. Beginning with the first tone, the phrases and motives will consist of a joining, splicing, or interweaving of familiar figures.

3. Written Work

Some teachers find a limited amount of written work of value in the fixing of staff pictures. This work should always deal with concrete ideas. The first step should consist of copying familiar phrases, motives, and figures. The second step should be the writing of these from memory. For the third step, the teacher may dictate an original phrase, consisting of familiar figures which the children will sing with syllables (as in ear training) and then write out in staff notation. Finally they may be encouraged to write out their own musical inventions, which may consist of familiar figures rearranged and combined.

V. DEVELOPMENT OF THE SYNTHETIC PROCESS

1. Reversing Former Analytical Process

The new work is the process, already described, of reading new songs by synthetically blending familiar figures into new phrases. It is the reverse of the former analytical process. Song observation consisted of:

1. Learning words and melody by rote.
2. Singing with *loo*.
3. Recognition of phrase repetition.
4. Application of syllables.
5. Study of motives and figures.

The new reading process consists of:

1. Scanning words of poem to get the rhythm.
2. Study of familiar figures.
3. Singing of familiar figures by syllables.
4. Study of separate phrases, observing phrase repetition.
5. Singing entire song with syllables, with *loo*, and with words.

2. Re-reading Familiar Songs

It will be noted that the third-grade outline suggests that the first month's work should be a review of the songs of Chapters I and II, followed by reading the songs of Chapters VI and VII. In succeeding months Chapter VIII should be preceded by reviewing Chapter III, Chapter IX by Chapter IV, Chapter X by Chapter V. By this plan the study of each new chapter is preceded by the re-reading of a familiar chapter containing similar problems.

The importance of this review in re-reading with syllables the familiar songs of Part One can hardly be overemphasized. In language reading the children gain facility in ready word recognition by frequently re-reading familiar stories. Just so, in the music work, they will acquire facility in tone thinking, in sensing rhythmic effects, and in the instant recognition of note groups representing musical ideas, by the frequent re-reading of familiar songs from the notation. The review of Part One of Book One is, therefore, of decided importance.

3. Reading New Songs Classified with Regard to Figure Content

Because of the arrangement of the chapters of Part One and Part Two in pairs, Chapter I corresponding to Chapter VI, Chapter II to Chapter VII, etc., the type of prominent figures in the songs of each pair of chapters being the same, it is possible to establish a constant flow of associations between the familiar and the unfamiliar material.

For those advanced schools where the assignments from Book One can be covered rapidly, additional material is provided in the Primary Song Book. It will be noted that the chapters in the Primary Song Book correspond in classification to those of Book One.

4. Reading Unclassified Songs

By the time Part Three of Book One is reached the children will have had considerable experience in attacking an unfamiliar phrase, in getting at the musical thought represented by the symbols, and in giving it expression. Ready recognition of figures has been facilitated by independent ear and eye drills and by constant application in reading the songs of Part Two.

In order to throw the child upon his own resources and initiative, the songs of Part Three, though chosen with regard to figure content, do not follow in organized succession. They are of the simplest character, as an analysis will readily show. For a more detailed discussion of the steps involved in learning to read a new song, the teacher is referred to the Introduction to the Second Grade, page 41.

By the close of the year every normal child should have learned to sing, and should be able to read the simple songs of Part Three of Book One at sight.

The third-grade teacher should carefully study the outlines of the previous grades. Many valuable suggestions will be found which pertain to her work and which need not be repeated here.

THIRD GRADE — MONTHLY OUTLINES

FIRST MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) The Firefly; Book One, page 136. Teacher's Manual, page 279.
- (b) Babyland; Book One, page 116. Teacher's Manual, page 252.
- (c) Our Friends the Shadows; Book One, page 130. Teacher's Manual, page 270.
- (d) Wee Willie Winkie; Book One, page 131. Teacher's Manual, page 272.

The children should have books in hand while studying the rote songs of Book One, and should be encouraged to get as much from the notation as possible.¹

II. Sight Reading. The songs outlined under this heading are to be taken according to the directions given in the Outline for Second Grade, Ninth Month, Step II, page 66.

- (a) Book One, Chapters I and II. (Reviewed from Grade II.)
- (b) Book One, Chapters VI and VII. (Reviewed from Grade II.)
(See Outline for Second Grade, Ninth and Tenth Months, for lists of familiar figures.)
- (c) For supplementary material, Primary Song Book, Chapter I. (New Work.)

SECOND MONTH

I. Rote Songs. Teach the following songs by rote as suggested in Outline for Third Grade, First Month.

- (a) The Lonely Wind; Book One, page 136. Teacher's Manual, page 278.
- (b) The Elves and the Shoemaker; Book One, page 116. Teacher's Manual, page 252.
- (c) Last Night; Book One, page 115. Teacher's Manual, page 250.
- (d) Benediction; Book One, page 132. Teacher's Manual, page 272.

II. Sight Reading. See Outline for Second Grade, Ninth Month, Step II, page 66.

- (a) Book One, Chapter III. (Reviewed from Grade II.)
- (b) Book One, Chapter VIII. (New Work.)
- (c) For supplementary material, Primary Song Book, Chapter II. (New Work.)

¹ See Teacher's Manual, page 76.

*Analysis of Songs of Chapter VIII**Sleepyhead*; Book One, page 60.

First phrase, the motive

mi-re-mi-do (repeated)

Second phrase, the familiar figures

*mi-so, so-la-so, and so-mi*The familiar figures *do-ti-la-so* and *fa-mi-re**do-ti-do* and *do-re-mi-do**Katydid*; Book One, page 61. Teacher's Manual, page 222.The familiar figures *mi-fa-so**la-so**so-fa-mi**so-fa-mi-re-do**The Snail*; Book One, page 61. Teacher's Manual, page 222.The familiar figures *do-re-do**do-so**do-ti-do**la-ti-do-re-mi**so-fa-mi-re**mi-do**so-fa-mi-re-do**Air and Sunlight*; Book One, page 62. Teacher's Manual, page 223.

The first motive is made of spliced figures

*so-fa-mi**mi-fa-so**so-mi*A new motive of *ti-la-so**so-ti* (spliced)The familiar figures *so-fa-mi-re-do**do-so*

To a River; Book One, page 62.

Made of the familiar figures

do-re-mi-fa

so-mi

so-fa-mi-re-do

The Flowers' Friends; Book One, page 63. Teacher's Manual, page 223.

The first motive *so-so-mi-do* is made of the familiar figure *so-mi-do*.

The figure *fa-la-so* may require assistance; *la-so* is a derivative of *so-la-so*.

The next phrase is a repetition.

The next two phrases are made of the scale with repeated tones.

Of Things You Can Buy; Book One, page 64.

The familiar figures *so-do*

do-re-do

do-re-mi

mi-fa-mi

mi-so

la-ti-do

The other portions of the song are composed of derivatives in diatonic progressions.

THIRD MONTH

I. Rote Songs. As in previous months:

- (a) Thanksgiving Day; Book One, page 141. Teacher's Manual, page 284.
- (b) The Gingerbread Man; Book One, page 113. Teacher's Manual, page 248.
- (c) The Recipe; Book One, page 124. Teacher's Manual, page 264.
- (d) The Squirrel in the Snow; Book One, page 129. Teacher's Manual, page 269.

II. Sight Reading. See Outline for Second Grade, Ninth Month, Step II, page 66.

- (a) Book One, Chapter IV. (Reviewed from Grade II.)
- (b) Book One, Chapter IX. (New Work.)
- (c) For supplementary material, Primary Song Book, Chapter III. (New Work.)

Analysis of Songs of Chapter IX

Higgledy, Piggledy; Book One, page 65. Teacher's Manual, page 224.

The familiar figures so-la-ti
do-ti-la
so-la-ti-do

The second phrase is a sequential repetition of the first.

The third phrase is made of sequences

mi-re-do
fa-mi-re
so-fa-mi

The teacher may give help in joining these.

The fourth phrase *so-fa-mi-re*
do-ti-la
so-la-ti-do consists of familiar figures.

Signs; Book One, page 66.

The first phrase consists of the familiar figures

so-la-so
so-fa-mi

The second phrase is a sequential repetition, one step lower.

The third phrase consists of the familiar figures

so-mi
fa-mi-re-do

The Boat; Book One, page 66. Teacher's Manual, page 225.

The familiar figures *mi-fa-so*

fa-mi-re
so-la-so
do-re-mi
re-mi-fa
mi-re-do

My Pony; Book One, page 67. Teacher's Manual, page 225.

First phrase	<i>so-mi-re-mi</i> <i>mi-fa-so</i> (spliced)
Second phrase	<i>so-fa-mi</i> (practically a sequential repetition of the first phrase) <i>fa-so-la</i>
Third phrase	<i>ti-dō-re-dō</i> <i>la-so-fa-mi</i>
Fourth phrase	<i>mi-fa-so</i> <i>la-ti-dō</i>

My Dolly's Name; Book One, page 68.

All familiar figures	<i>so-fa-mi-re-do</i> <i>mi-re-do</i> <i>do-re-mi-fa</i> <i>mi-fa-so-la</i> <i>so-la-ti-dō</i> <i>do-mi-re-do</i>
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My Valentines; Book One, page 68.

All familiar figures	<i>do-re-mi-fa</i> <i>so-la-so</i> <i>la-so-fa</i> <i>so-fa-mi</i> <i>mi-re-do</i>
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Bee Song; Book One, page 69. Teacher's Manual, page 226.

The figure *re-so-do* in the first phrase may require some study, although the intervals *re-so* and *so-do* are familiar.

The other figures	<i>so-mi-do</i> <i>fa-mi-re</i> <i>so-fa-mi</i>
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Note the recurring phrases.

FOURTH MONTH

I. Rote Songs. As in previous months:

- (a) The Clock; Book One, page 118. Teacher's Manual, page 255.
- (b) A Carriage to Ride In; Book One, page 123. Teacher's Manual, page 263.
- (c) O Christmas Tree; Book One, page 125. Teacher's Manual, page 265.
- (d) Strange Lands; Book One, page 120. Teacher's Manual, page 259.

II. Sight Reading. See Outline for Second Grade, Ninth Month, Step II, page 66.

- (a) Book One, Chapter V. (Reviewed from Grade II.)
- (b) Book One, Chapter X. (New Work.)
- (c) For supplementary material, Primary Song Book, Chapter IV. (New Work.)

Analysis of Songs of Chapter X

Street Music; Book One, page 70. Teacher's Manual, page 226.

The familiar figures *mi-so*

fa-re

mi-do

so-mi

re-so

so-do

do-re-ti-do

At the Dance; Book One, page 71. Teacher's Manual, page 126.

Note the repeated figures and the motives.

mi-fa-so

mi-re-do-mi

re-ti-so

do-ti-do-re-mi

do-mi-re-ti-do

The Maypole Dance; Book One, page 72. Teacher's Manual, page 227.

The familiar figures *do-do-ti*
so-la-ti-do
do-mi (last two are spliced)
mi-do
re-mi-fa
re-ti
do-mi-so
re-ti-do

Feeding the Flock; Book One, page 73.

The familiar figures *so-do*
do-mi-so
so-mi-do
fa-re-ti
re-do-ti
fa-mi-re

Note that the last four tones of the first phrase, *fa-re-ti-do*, are identical with the last four tones of "The Maypole Dance," though differing rhythmically. The third phrase, though composed of familiar figures and derivatives, may require some assistance from the teacher.

The Rooster's Good Morning; Book One, page 74. Teacher's Manual, page 228.

The first phrase consists of the following derivatives:

mi-fa
re-do
do-so

The intervals are familiar *la-do*
ti-re

Coasting; Book One, page 74.

For the figure *re-ti-so* see Book One, pages 46 and 47.

Third phrase *la-do-fa-la*, the subdominant-chord melody, should be taught by rote.

Fourth phrase, the octave figure *so-so* (occurring four times).

The other figures *so-mi-do* and *do-re-do* are familiar.

Dancing Raindrops; Book One, page 75. Teacher's Manual, page 228.

The familiar figures so-do
 do-so
 la-so
 ti-la-so
 fa-ti-do

Teach by rote so-ti
 la-fa
 fa-la

Teacher may help in connecting the two figures in the last phrase.

Mistress Mary; Book One, page 76. Teacher's Manual, page 229.

The familiar figures so-dō
 dō-so
 la-dō
 dō-la
 so-la-ti
 do-re-mi

The motive mī-rē-dō-la consists of the figures
 mī-re-do and
 dō-la (spliced.)

The next motive is dō-la and
 so-mi (joined.)

The fourth phrase may require the assistance of the teacher.

The fifth is a repetition of the third.

The sixth is made almost entirely of tonic chord intervals.

Ant Tiny; Book One, page 77.

A review of the succession of intervals of Fourths, found on page 56, will be helpful in the study of this song.

Note that the motive, dō-ti-fa-fa, is followed by its sequences, ti-la-mi-mi and la-so-re-re.

December; Book One, page 78.

The familiar figures do-re-mi
 mi-so
 fa-re
 mi-do

Compare the succession of chord figures with those in "Kittens."¹

¹ Book One, page 39; Teacher's Manual, page 211.

The Mill Wheel; Book One, page 78. Teacher's Manual, page 230.

The familiar figures *so-mi-do*

do-re-mi

do-so

do-mi

ti-la-so

re-do-ti

mi-re-do

Compare the dominant-chord figure *re-ti-so* with its appearance in the songs on pages 46, 47, and 74 of Book One, where it appears on lines instead of in spaces, as here.

Song of Praise; Book One, page 79.

The familiar figures *so-do-mi*

mi-re-do

do-so

do-mi-so

la-re

fa-re

do-re-do

The third phrase is a sequential repetition of the first phrase, one step higher. Although the intervals of the opening figure of this phrase have occurred before, the reading of the phrase will be simplified by considering its sequential relation with the first phrase.

A Song Without Words; Book One, page 80. Teacher's Manual, page 231.

Compare the figure *mi-so-dō-mī* with "Bubbles," Book One, page 9.¹

The dominant chord figure, *re-ti-so*, should now be familiar. Other familiar figures are:

do-so-do-mi

mī-re-dō-ti-la

ti-so

mi-do-re-mi

re-do (or *mi-re-do*)

¹ Teacher's Manual, page 189.

FIFTH MONTH

I. Rote Songs. As in previous months:

- (a) Happy New Year; Book One, page 129. Teacher's Manual, page 270.
- (b) The Birds' Breakfast; Book One, page 115. Teacher's Manual, page 250.
- (c) Winter Roses; Book One, page 133. Teacher's Manual, page 274.
- (d) A Frown and a Smile; Book One, page 135. Teacher's Manual, page 276.

II. Sight Reading.

- (a) A general review of Book One, Parts One and Two. The distractions of the Thanksgiving and Christmas holidays, and the time consumed in the preparation of exercises and special songs for these occasions, will probably interfere with the satisfactory completion of the work outlined for the third and fourth months. By devoting the fifth month largely to review, not only will the children be better prepared to undertake the new type of technical study of the second half of the year, but they can also make up any work omitted during the holiday season.
- (b) For supplementary material, Primary Song Book, Chapter V. (New Work.)

SIXTH MONTH

I. Rote Songs. As in previous months:

- (a) Saint Valentine's Day; Book One, page 114. Teacher's Manual, page 249.
- (b) The New Soldiers; Book One, page 117. Teacher's Manual, page 254.
- (c) Hidden Treasures; Book One, page 137. Teacher's Manual, page 280.
- (d) America; Book One, page 142. Teacher's Manual, page 285.

II. Sight Reading. From this time forward the class and individuals should read all the songs outlined without assistance from the teacher, except in scanning the poem to get the rhythmic movement.

- (a) Book One, pages 81-86.
- (b) Primary Song Book, Part Two, for supplementary material.

NOTE. The teacher and children should, by this time, have become so thoroughly imbued with the idea of reading by figures, motives, and phrases, that it seems unnecessary to analyze the songs of Part Three in detail.

SEVENTH MONTH

I. Rote Songs. As in previous months:

- (a) The Pussy Willows; Book One, page 126. Teacher's Manual, page 266.
- (b) See, Saw, Sacradown; Book One, page 121. Teacher's Manual, page 261.
- (c) Dance, Dance Baby; Book One, page 130. Teacher's Manual, page 271.
- (d) A Riddle; Book One, page 135. Teacher's Manual, page 277.

II. Sight Reading

- (a) Book One, pages 87-93.
- (b) Primary Song Book, Part Two, for supplementary material.

EIGHTH MONTH

I. Rote Songs. As in previous months:

- (a) The Robin; Book One, page 138. Teacher's Manual, page 281.
- (b) I'll Tell You a Story; Book One, page 114. Teacher's Manual, page 249.
- (c) Creep, Mouse, Creep; Book One, page 124. Teacher's Manual, page 264.
- (d) Lullaby; Book One, page 122. Teacher's Manual, page 262.

II. Sight Reading

- (a) Book One, pages 94-100.
- (b) Primary Song Book, Part Two, for supplementary material.

NINTH MONTH

I. Rote Songs. As in previous months:

- (a) Old Chang, the Crab; Book One, page 127. Teacher's Manual, page 268.
- (b) A Baby Sermon; Book One, page 118. Teacher's Manual, page 254.
- (c) The Caterpillar and the Bee; Book One, page 134. Teacher's Manual, page 275.
- (d) Farmyard Song; Book One, page 140. Teacher's Manual, page 283.

II. Sight Reading

- (a) Book One, pages 101-107.
- (b) Primary Song Book, Part Two, for supplementary material.

TENTH MONTH

I. Rote Songs. As in previous months:

- (a) Summer Song; Book One, page 119. Teacher's Manual, page 258.
- (b) Making the Hay; Book One, page 132. Teacher's Manual, page 273.
- (c) What I Like; Book One, page 139. Teacher's Manual, page 282.
- (d) Wah-wah-tay-see; Book One, page 127. Teacher's Manual, page 267.

II. Sight Reading

- (a) Book One, pages 108–112.
- (b) Primary Song Book, Part Two, for supplementary material.

SPECIAL INTRODUCTORY OUTLINE FOR SECOND GRADE

The following outline is offered for schools which are introducing the **Progressive Music Series** into the second grade. It covers in condensed form the most essential features of the first-grade work as well as those of the first half of the second grade. By following this Special Introductory Outline for the first five months of the second grade, the children should then be able to continue their work from the regular outline. It is, of course, expected that the teacher will read carefully the Introduction and the regular outlines for first and second grades.

FIRST MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Three Little Heads; Teacher's Manual, page 150.
- (b) The Grasshopper's Ball; Teacher's Manual, page 152.
- (c) Swing Song; Teacher's Manual, page 153.

II. Observation Songs. The songs of Book One, Chapter I, are to be studied in the several ways outlined below.

- (a) Learning the songs by rote. See outline for First Grade, First Month, page 28.
- (b) Singing with neutral syllables. See outline for First Grade, Sixth Month, page 30.
- (c) Recognition of phrase repetition. See outline for First Grade, Sixth Month.
- (d) Application of syllables. See outline for First Grade, Sixth Month. Also see outline for First Grade, Eighth Month, page 31.
- (e) Study of motives and figures. See regular outline for Second Grade, First Month, page 43.

SECOND MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) One Misty, Moisty Morning; Teacher's Manual, page 154.
- (b) Chrys Anthemum; Teacher's Manual, page 155.
- (c) Windy Nights; Teacher's Manual, page 156.

II. Observation Songs. The songs of Book One, Chapter II, are to be studied in the several ways outlined under First Month, Step II. See regular outline for Second Grade, Second Month, page 45.

THIRD MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Rock-a-bye, Hush-a-bye, Little Papoose; Teacher's Manual, page 157.
- (b) Eatings; Teacher's Manual, page 161.
- (c) Bedtime; Teacher's Manual, page 158.

II. Observation Songs. The songs of Book One, Chapter III, are to be studied in the several ways outlined under First Month, Step II. See regular outline for Second Grade, Third Month, page 48.

FOURTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Kris Kringle's Song; Teacher's Manual, page 160.
- (b) Sing a Song of Sixpence; Teacher's Manual, page 164.
- (c) The Jolly Holly Farm; Teacher's Manual, page 166.

II. Observation Songs. The songs of Book One, Chapter IV, are to be studied in the several ways outlined under First Month, Step II. See regular outline for Second Grade, Fourth Month, page 50.

FIFTH MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) Icicles and Bicycles; Teacher's Manual, page 165.
- (b) The Song of the Wind; Teacher's Manual, page 163.
- (c) If; Teacher's Manual, page 168.

II. Observation Songs. The songs of Book One, Chapter V, are to be studied in the several ways outlined under First Month, Step II. See regular outline for Second Grade, Fifth Month, page 53.

SIXTH TO TENTH MONTHS (INCLUSIVE)

Follow the regular Second Grade outlines for these months.

SPECIAL INTRODUCTORY OUTLINE FOR THIRD GRADE

The following outline is offered for schools which are introducing the *Progressive Music Series* into the third grade. It covers in condensed form the most essential features of the first- and second-grade work. By following this Special Introductory Outline for the first five months of the third grade, the children should then be able to continue their work from the regular outline. It is, of course, expected that the teacher will read carefully the Introduction and the regular outlines for the first, second, and third grades.

FIRST MONTH

I. Rote Songs. Teach the following songs by rote:

- (a) The Firefly; Book One, page 136. Teacher's Manual, page 279.
- (b) Babyland; Book One, page 116. Teacher's Manual, page 252.
- (c) Our Friends the Shadows; Book One, page 130. Teacher's Manual, page 270.
- (d) Wee Willie Winkie; Book One, page 131. Teacher's Manual, page 272.

The children should have books in hand while studying the rote songs of Book One, and should be encouraged to get as much from the notation as possible.¹

II. Observation Songs. The songs of Book One, Chapter I, are to be studied in the several ways outlined below.

- (a) Learning the songs by rote. Books should be in the hands of the children. See regular outline for Third Grade, First Month, page 84.
- (b) Singing with neutral syllables. See outline for First Grade, Sixth Month, page 30.
- (c) Recognition of phrase repetition. See regular outline for First Grade, Sixth Month, and for Second Grade, Sixth Month, page 56. Having learned the songs with books in hand, the presentation of notation from the board may be omitted. This does not refer to the eye-training drills in figure recognition, which should be as thorough as possible.
- (d) Application of syllables. See outline for First Grade, Sixth Month.
- (e) Study of motives and figures. See regular outline for Second Grade, First Month, page 43.

NOTE. In introducing the *Progressive Music Series* into the third grade for the first time, it seems advisable to conduct the ear- and eye-training studies simultaneously, thereby immediately relating the two. Each of the steps outlined above, therefore, should be conducted with the books in the hands of the children.

¹ See Teacher's Manual, page 76.

In step (*e*), the figures are first discovered in the songs that the children are studying by rote. They are separated from their context for drill in ear training. They are then shown in notation for drill in eye training.

An analysis of the songs by motives and figures will be found in the regular Monthly Outlines for the Second Grade. The summary of figures for ear-training drill is given at the close of the second-grade outline, page 70. Tables of figures in music notation for eye training drill will be found on pages 57, 58, and 60. By simultaneously drilling the children in these several ways, an immediate coördination between the ear and eye will be established. It is important that each figure should be shown in the notation of various keys, as given in the tables of figures in music notation.

III. Song Studies. The songs of Book One, Chapter VI, are to be studied as outlined below. In case the class is not able to complete this chapter in the time specified, the teacher should nevertheless proceed to the next month's outline. The omitted material may be made up some time during the second half of the year.

First Reading of New Songs. See regular outline for Second Grade, Ninth Month, page 66.

SECOND MONTH

I. Rote Songs. Teach the following songs by rote as suggested in the outline for Third Grade, First Month, page 84.

- (*a*) The Lonely Wind; Book One, page 136. Teacher's Manual, page 278.
- (*b*) The Elves and the Shoemaker; Book One, page 116. Teacher's Manual, page 252.
- (*c*) Last Night; Book One, page 115. Teacher's Manual, page 250.
- (*d*) Benediction; Book One, page 132. Teacher's Manual, page 272.

II. Observation Songs. The songs of Book One, Chapter II, are to be studied in the several ways outlined under First Month, Step II.

See regular outline for Second Grade, Second Month, page 45; Summary of Figures, page 70; and Table of Figures on page 58. Also see note under First Month of Special Introductory Outline for Third Grade.

III. Song Studies. The songs of Book One, Chapter VII, are to be studied as outlined below. See outline for First Month, Step III.

First Reading of New Songs. See regular outline for Second Grade, Tenth Month, page 68.

THIRD MONTH

I. Rote Songs. As in previous months:

- (a) Thanksgiving Day; Book One, page 141. Teacher's Manual, page 284.
- (b) The Gingerbread Man; Book One, page 113. Teacher's Manual, page 248.
- (c) The Recipe; Book One, page 124. Teacher's Manual, page 264.
- (d) The Squirrel in the Snow; Book One, page 129. Teacher's Manual, page 269.

II. Observation Songs. The songs of Book One, Chapter III, are to be studied in the several ways outlined under First Month, Step II.

See regular outline for Second Grade, Third Month, page 48; Summary of Figures, page 70; and Table of Figures on page 59. Also see note under First Month of Special Introductory Outline for Third Grade.

III. Song Studies. The songs of Book One, Chapter VIII, are to be studied as outlined below. See outline for First Month, Step III.

First Reading of New Songs. See regular outline for Third Grade, Second Month, page 84.

FOURTH MONTH

I. Rote Songs. As in previous months:

- (a) The Clock; Book One, page 118. Teacher's Manual, page 255.
- (b) A Carriage to Ride in; Book One, page 123. Teacher's Manual, page 263.
- (c) O Christmas Tree; Book One, page 125. Teacher's Manual, page 265.
- (d) Strange Lands; Book One, page 120. Teacher's Manual, page 259.

II. Observation Songs. The songs of Book One, Chapter IV, are to be studied in the several ways outlined under First Month, Step II.

See regular outline for Second Grade, Fourth Month, page 50; Summary of Figures, page 70; and Table of Figures on page 60. Also see note under First Month of Special Introductory Outline for Third Grade.

III. Song Studies. The songs of Book One, Chapter IX, are to be studied as outlined below. See outline for First Month, Step III.

First Reading of New Songs. See regular outline for Third Grade, Third Month, page 86.

FIFTH MONTH

I. Rote Songs. As in previous months:

- (a) Happy New Year; Book One, page 129. Teacher's Manual, page 270.
- (b) The Birds' Breakfast; Book One, page 115. Teacher's Manual, page 250.
- (c) Winter Roses; Book One, page 133. Teacher's Manual, page 274.
- (d) A Frown and a Smile; Book One, page 135. Teacher's Manual, page 276.

II. Observation Songs. The songs of Book One, Chapter V, are to be studied in the several ways outlined under First Month, Step II.

See regular outline for Second Grade, Fifth Month, page 53; Summary of Figures, page 70; and Table of Figures on page 63. Also see note under First Month of Special Introductory Outline for Third Grade.

III. Song Studies. The songs of Book One, Chapter X, are to be studied as outlined below. See outline for First Month, Step III.

First Reading of New Songs. See regular outline for Third Grade, Fourth Month, page 89.

SIXTH TO TENTH MONTHS (INCLUSIVE)

Follow the regular Third Grade outlines for these months.

PART THREE

FOLK DANCES AND SINGING GAMES

General Suggestions

THE use of folk dances and singing games is increasing in favor in the schools of this country. It has been found that in addition to their recreational value, they contribute directly to the child's rhythmic development.

The inclusion of folk dances and singing games in this Manual is intended to aid the teacher in relating the physical experience of the dance with the mental experience of the singing lesson. It will be noted that in the directions for the dances the same emphasis is placed upon the phrase as a rhythmic unit as is done in the study of the songs of the course.

The usual procedure in the development of rhythm in school music has been to treat the subject as an intellectual problem, or from the mathematical standpoint. This procedure has involved the counting of beats in an effort synthetically to build measures, and from measures to build phrases. While this plan is proper, and, indeed, essential in the *Associative Period* of the child's development, the *Sensory Period* is a time when he should be brought into contact with the physical sensation of rhythm.

The Progressive Music Series aims, in every possible way, to lead the child to recognize the phrase as the first rhythmic unit. In the folk dance the child has an action to perform, and the phrases of the dance melody indicate the points at which the dance figures are to begin and end. The rhythm of the phrase is associated with the dance figure, while the rhythm of the measure suggests the steps to be used.

The relation of the steps and gestures of the dance to the measure and its parts (the beats and their subdivisions) offers a concrete basis for the intellectual appreciation of the smaller rhythmic units. The children should be led to discover points of similarity between the rhythms of the folk dances and the rhythms of their song studies. Thereby rhythmic notation may be made more concrete.

The teacher should read the section on Rhythmic Development, Part One of this Manual, page 19. See also Rhythmic Development in the Introduction to the Outline for Second Grade, page 36, and Rhythmic Development, Introduction to Outline for Third Grade, page 76.

Fourteen folk dances, with directions, are given in this Manual. It is suggested that they be apportioned to the first three grades as shown below :

FIRST GRADE

The Chimes of Dunkirk	Lassies' Dance
Dance of Greeting	Lottie is Dead
Children's Polka	Shoemakers' Dance

SECOND GRADE

Bleking	The Water Sprite
I See You	Gustave's Toast

THIRD GRADE

The Ace of Diamonds	Clap Dance
Mountain March	Tantoli

The directions for the folk dances are given according to the phrases of the dance melody. The several phrases of the melody are indicated by letters. The first phrase is lettered *a*. If the same phrase occurs more than once, the several appearances are named *a*¹, *a*², etc. The second phrase is called *b*, the third *c*, etc., and the repetitions of these phrases are indicated by numbers. A modified repetition of a phrase is indicated by a small letter *m*, thus, *a* and *a*^m.

Book One offers a number of singing games. It is suggested that they be taken at suitable times in the grades specified below. It will be observed that this outline does not conform to the outlines for song-study purposes. The study of the notation of these songs must be outlined according to the musical problems involved. The difference in the two outlines need cause no difficulty. The fact that a singing game has been learned by rote before the time for the study of its notation merely changes the classification of the type of study to be given to its notation from Song Study or Sight Reading to Note Observation.

For the information of the teacher the place of the song in the regular outline is noted in each case.

FIRST GRADE

Ring a Ring o' Roses; Book One, page 12. Teacher's Manual, page 193.
(First Grade, Third Month.)

The Holiday; Book One, page 15. Teacher's Manual, page 195.
(First Grade, Fourth Month.)

The Mulberry Bush; Book One, page 21. Teacher's Manual, page 199.
(First Grade, Fifth Month.)

The Farmer; Book One, page 55. Teacher's Manual, page 220.
(Second Grade, Tenth Month.)

Oats and Beans; Book One, page 91. Teacher's Manual, page 236.
(Third Grade, Seventh Month.)

SECOND GRADE

In Wooden Shoes; Book One, page 44. Teacher's Manual, page 214.
(First Grade, Tenth Month.)

Will You Come With Me; Book One, page 48. Teacher's Manual, page 217.
(First Grade, Tenth Month.)

Dancing Song; Book One, page 93. Teacher's Manual, page 127.
(Third Grade, Seventh Month.)

London Bridge; Book One, page 95. Teacher's Manual, page 238.
(Third Grade, Eighth Month.)

THIRD GRADE

At the Dance; Book One, page 71. Teacher's Manual, page 126.
(Third Grade, Fourth Month.)

The Maypole Dance; Book One, page 72. Teacher's Manual, page 227.
(Third Grade, Fourth Month.)

In the following directions, "*Formation*" means the position to be taken before beginning a dance.

In forming a *single circle*, the dancers should face toward the center unless other directions are given.

In forming a *double circle*, the direction for facing will always be given. A double circle, or two circles, means that one circle is inside the other, the same number of dancers in each circle.

A boy's place is at the left of the girl.

In most folk dances the boy's bow is made with feet together and knees straight, the bend coming at the waist.

The girl's bow may be either the *bob curtsey* or the *curtsey*. In making the bob curtsey, the girl places one foot close behind the other, bending both knees, at the same time rising on the toes. In making the curtsey, the girl steps back with one foot and then draws the other back to it, making a deep bow.

When not otherwise in use, the hands should be on the hips.

*Directions for Folk Dances*¹**THE CHIMES OF DUNKIRK**

(Scotch Folk Dance)

Formation. In double circle, facing partner, hands on hips.

- (a) Stamp three times.
- (a^m) Clap three times.
- (b) Join hands with partner and take four running steps in place, beginning with the left foot.
- (c) Loosen partner's hands and each take four running steps to the left to meet new partner.

It will be observed that this dance tune is the same melody as "The Frightened Pumpkin," Book One, page 83. Although written in a different meter, the dance tune may be used as an accompaniment to the song, or the children may sing the song as an accompaniment to the dance.

DANCE OF GREETING

(Danish Folk Dance)

Formation. Form circle, partners standing side by side, facing toward the center of the circle.

- (a) Measure 1. Bow to your partner.
Measure 2. Bow to your neighbor.
- (b) Clap, stamp, and turn around.
During the repeat of *a* and *b* the dancers repeat the figures given, then all join hands around the circle.
- (c and c^m) Facing to the left and beginning with the left foot, all slide to the left.

During the repeat of Phrases *c* and *c^m*, without pausing, all face the other way and slide to the right.

CHILDREN'S POLKA

Folk Dance

Formation. Form circle. Face partner, side to center, hands joined, shoulders high.

- (a) Measures 1 and 2. Two slides toward center and stamp three times.
Measures 3 and 4. Two slides back to place and stamp three times.

¹ The music for these folk dances will be found on pages 119-125 of this Manual.

- (*a^m*) Repeat the figures given for phrase *a*.
- (*b*) Measures 9 and 10. Slap thighs, clap own hands once, clap partner's hands three times.
Measures 11 and 12. Repeat slap and claps.
- (*c*) Measure 13. Right elbow in left hand, shake finger of right hand, right toe pointing outward.
Measure 14. Same figure as for previous measure, but with left hand and foot.
Measures 15 and 16. Snap fingers over head while turning in place, with three running steps to the left, then stamp three times with hands on hips.

LASSIES' DANCE

Kull-Dansen

(Swedish Folk Dance)

Formation. Single circle, partners facing each other, sides toward center of circle, hands on hips.

- (*a¹*) Measure 1. Place inside toe forward, turn and bow to neighbor.
Measure 2. Without taking feet from the floor, turn and bow to partner.
- (*b¹*) Repeat figure for Phrase *a¹*.
- (*a²*) Repeat figure for Phrase *a¹*.
- (*b²*) Repeat figure for Phrase *a¹*. Finish facing partner.
- (*c* and *c^m*) Dance twelve kicking steps in place, beginning with the left foot, three steps to each measure.
- (*d*) Clap own hands, join hands with partner and turn in place with three running steps.

LOTTIE IS DEAD

Ladita

(Swedish Folk Dance)

Formation. Form a circle with partners facing, sides toward center of circle, hands joined, shoulders high.

- (*a*) Four slow slides to center.
- (*b*) Seven quick jumps back to place.
These two figures are repeated.
- (*c* and *c^m*) Partners place hands on hips and shoulders. Hop-waltz around circle. (Step and hop on one foot, raising the other.)

SHOEMAKERS' DANCE

(Danish Folk Dance)

Formation. Partners form double circle, facing each other.*(a)* Measure 1. Winding thread. With fists tightly clenched in front of chest, revolve them around each other as rapidly as possible.

Measure 2. Without pausing, reverse movement.

(b) Measure 3. Waxing thread. Jerk elbows back quickly and vigorously twice, at the same time lifting left knee and saying, "sss, sss."

Measure 4. Pegging. With fists clenched, strike the left with the right three times, saying, "Rap, rap, rap."

These figures are repeated.

(c and d) Partners join hands and skip around circle; or, with inside hands joined and outside hands on hips, polka around circle.

This figure is repeated.

BLEKING

(Swedish Folk Dance)

*(Bleking is the name of one of the most beautiful provinces of Sweden.)**Formation.* Double circle, partners facing each other.*(a¹)* Measure 1. Take partner's hands; hop on right foot and left heel, extending left foot and arm. Change feet and arms.

Measure 2. Three hops, twice as quickly as in measure 1, finishing with a hop on right foot and left heel.

(b) Repeat the figures for Phrase *a¹*, reversing the feet, and ending with a hop on the left foot and the right heel.*(a²)* Repeat figures for Phrase *a¹*.*(b^m)* Repeat figures for Phrase *b*.*(c¹, d, c², d^m)* Place hands on hips and shoulders and hop-waltz around circle.

I SEE YOU

(Swedish Singing Game)

Formation. Children form in two double lines, about six feet apart, the double lines facing each other. Children in the front row of each double line place hands on hips; those in the rear row of each double line place hands on the shoulders of the children in front of them.*(a¹)* Measure 1. Children of rear rows lean heads to the left, peeping across at the children opposite.

Measure 2. The same figure reversed, peeping from the right.

- (b) Repeat the figures of Phrase a^1 twice as quickly, peeping four times instead of two.
- (a^2 and b^m) Repeat the figures for a^1 and b .
- (c^1 and d) At the first note of c^1 , all clap hands sharply once. At the same time the children of the rear rows spring forward to the left of their partners and, each grasping the hands of the child advancing from the opposite side, swing vigorously around to the left.
- (c^2 and d^m) All clap hands again, then, grasping partners' hands, swing around to the left. At the end, the original formation is resumed, but the children who were in the front row are now in the rear, and vice versa.

When given as a singing game, the following words are sung:

I see you, I see you,
 Tra, la, la, la, la, la, la, la;
 I see you, I see you,
 Tra, la, la, la, la, la!

 You see me and I see you,
 Then you take me and I'll take you;
 You see me and I see you,
 Then you take me and I'll take you.

THE WATER SPRITE

Nigarepolskan

(Swedish Folk Dance)

Formation. A single circle, arms akimbo.

- (a and a^m) One or more, according to the size of the circle, advance to lure partners, using a slide and hop. (Hop and slide one foot forward, then hop and slide the other foot.) As soon as the leader stops in front of a person, this person should begin the sliding step. (The leader begins the slide with the left foot, those in the circle with the right foot, so that the sliding is all in the same direction.)
- (b and c) At first note of Phrase c the leader claps his hands and turns. The invited dancer places both hands on the leader's shoulders, and together they proceed to find another partner, using a running step.

The same action is repeated for the repetition of Phrases b and c .

As the line grows longer care should be taken that all jump and clap together. To finish, all lines join in one big circle and dance around the room.

GUSTAVE'S TOAST

Gustafs Skål

(Swedish Singing Game)

Formation. Four couples stand in a square, as in a quadrille. There may be any number of sets. Partners join inside hands, outside hands on hips.

- (a) Beginning with the right foot, the head couples advance three steps toward each other and bow.
- (b) Beginning with the left foot, the dancers retire to their places with three walking steps, then bring heels together.
- (a^m and c) Side-couples repeat the same figures as for Phrases a and b.

This portion of the dance is then repeated. Up to this point the dance is conducted with great dignity.

- (d¹ and d^m) The head couples, skipping gayly, advance toward each other. Partners release hands and, taking the hands of the opposite dancer, separate, the boy going toward the left and the girl toward the right. The couples pass under the arches made by the side couples, who raise high their joined hands. Immediately after passing under the arch the dancers separate to right and left, returning to their partners in their original positions.

- (d² and e) Still skipping, the dancers clap their own hands once, then, joining hands with partners, lean away from each other and swing around vigorously.

To the repetition of the music of Phrases d¹, d^m, d², and e, the side couples repeat the figures danced by the first couples.

Emphasis should be laid upon the stateliness of the first part of the dance, as contrasted with the lightness and jollity of the second part.

THE ACE OF DIAMONDS

(Danish Folk Dance)

Formation. Double circle, partners facing, those inside with backs to center of circle.

- (a) All dancers clap hands sharply once. Immediately hook right elbow with partner's, and, starting with left foot, run to left, swinging into an exchange of positions with partner.
- (a^m) Repeat the figure for Phrase a, running in opposite direction and swinging back into original position.

- (b) Arms folded, outside dancer follows partner to center with four hopping steps, the inside dancer moving backward.
- (b^m) Repeat the figure for Phrase b, moving from center of circle back into original position.
- (c and c^m) Partners turn so as to stand side by side. Polka around the circle.

MOUNTAIN MARCH

(Norwegian Folk Dance)

Formation. Form in groups of three, one leading and two following. The leader holds a handkerchief in each hand, the followers each grasp a handkerchief with the outside hand, joining the inside hands.

- (a and b) Beginning with the right foot, all run forward, taking three running steps to each measure, accenting the first count of each measure with a stamp.

- (c) Measures 9 and 10. The leader, bending forward, runs backward three steps, passing under the arms of the other two, then continues running three steps in place.

Measures 11 and 12. The dancer to the right of the leader, with six short running steps, crosses in front of the leader and turns inward once around in place under the leader's right arm.

- (b^m) Measures 13 and 14. The dancer to the left of the leader, with six short running steps, crosses in front of the leader and turns around once under the leader's right arm.

Measures 15 and 16. The leader, with six short running steps, turns to right under his own right arm.

CLAP DANCE

Klappdans

(Swedish Folk Dance)

Formation. Double circle, boys inside; partners join hands.

- (a¹, b, a², and b^m) Beginning with the outside foot, take three running steps and a kick to each measure (polka step). The second measure starts with the inside foot. When starting with the outside foot, the dancers turn slightly toward each other and swing the joined hands backward. When starting with the inside foot, the dancers turn away from each other and swing the joined hands forward. Continue dancing and swinging, alternating the feet with each measure.

This portion of the dance is repeated.

(*c*¹) Measure 9. Face partners, hands on hips. Girls bob curtsey, boys bow.

Measure 10. Clap own hands three times.

(*c*²) Repeat bows and claps.

(*d*) Measure 13. Clap own hands once, then partners clap right hands.

Measure 14. Clap own hands once, then partners clap left hands.

(*e*) Measure 15. Clap own hands, snap fingers, turn entirely around to left in place.

Measure 16. Stamp three times.

Repeat *c*¹ and *c*².

At the repetition of *d*, measure 13, instead of clapping, shake forefinger of right hand at partner.

At the repetition of *d*, measure 14, shake the forefinger of left hand at partner. In shaking the finger of the right hand, the right elbow should be supported by the left hand. In shaking the left forefinger, the left elbow should rest in the right hand.

The repetition of Phrase *e* should be danced to the same figures as at the first appearance of the phrase.

TANTOLI

(Swedish Folk Dance)

Formation. Double circle, boys inside, partners' inside hands joined, outside hands on hips.

(*a*) Measure 1. Beginning with the outside foot, both place the heel forward, at the same time bending slightly backward. Then place the outside foot backward so that the toe touches the floor, at the same time bending slightly forward.

Measure 2. Slide the outside foot forward, bring the other foot up to it, then again slide the outside foot forward.

(*b*) Repeat the dance figures for Phrase *a*, beginning with the inside foot. Repeat Phrases *a* and *b* to the same dance figures.

(*c*) Girls' hands on boys' shoulders; each boy takes his partner by the waist with both hands. Beginning with forward foot extended, toe straight, knee stiff, —

Measure 5. Take four step-hops in place.

Measure 6. Take four step-hops to left, reversing position of partners.

(*d*) Measure 7. Take four step-hops in place.

Measure 8. Return to original position by three step-hops to the left, bringing the feet together on the last beat.

Repeat Phrases *c* and *d* to the same dance figures.

Directions for Singing Games

RING A RING O' ROSES

(Book One, page 12. Teacher's Manual, page 193)

Formation. A single circle, hands joined.

Circle moves to the right, with sliding step. At the word, "down," all fall to the floor.

THE HOLIDAY

(Book One, page 15. Teacher's Manual, page 195)

First Stanza. Form a circle and skip around to the right. Hands joined.

Second Stanza. Drop hands and pretend to skip the rope. Throw the rope high over head, bringing it down so as to jump on the first count of each measure.

Repeat song and action of first stanza.

Third Stanza. Pretend to be fishing. At the end of second and fourth phrases, jerk the rod out of the water as though a fish had been caught.

Repeat song and action of first stanza.

Fourth Stanza. Partners join hands, skating position, right hand in right and left hand in left. Beginning with left foot, glide forward in imitation of skating. Do not lift the feet from the floor.

Repeat song and action of first stanza.

Fifth Stanza. Seated at the desks, the children move their legs up and down in imitation of the motions of riding a bicycle.

Repeat song and action of first stanza.

The song may be continued indefinitely by the addition of other activities, with suitable words.

Care should be taken that the movements are rhythmical.

THE MULBERRY BUSH

(Book One, page 21. Teacher's Manual, page 199)

The players form a circle. While singing the first stanza the circle moves slowly to the right, the children stepping in time to the music. In all stanzas, at the words, "So early in the morning," the players spin around rapidly, each in his own place. The stanzas are all done in pantomime, the action being indicated by the lines.

The first stanza of the song may be repeated after each of the other stanzas.

THE FARMER

(Book One, page 55. Teacher's Manual, page 220)

Form a single circle. During the singing of the first, third, and fifth stanzas of the song the children move slowly around the circle, both hands on hips.

Second Stanza. Grain is taken with the right hand from the bag held under the left arm. The right arm is swung to the right, and, at the word, "sows," the grain is scattered with a strong swing of the arm from right to left.

Fourth Stanza. The players lean slightly forward, swinging both arms to the right, then, with accented swing, cut to the left while singing the word "reaps."

Sixth Stanza. Swing both hands from right to left, first upward and then downward, in imitation of flail.

OATS AND BEANS

(Book One, page 91. Teacher's Manual, page 236)

When played as a game, the following stanzas should be added.

3. Waiting for a partner,
Waiting for a partner,
Open the ring and choose one in
While all the others dance and sing.

4. Tra, la, la, la, la, la, la,
Tra, la, la, etc.

First Stanza. Children form a circle with hands joined, and dance to the left around one child in the center who has been chosen to represent the farmer.

Second Stanza. First phrase. Drop hands. Sow the seed from a sack held under the left arm by a swinging motion of the right hand from right to left.

Second phrase. Stand erect and fold arms.

Third phrase. Stamp foot and clap hands.

Fourth phrase. Place right hand to brow and turn entirely around in place, viewing the fields.

Third Stanza. Join hands again and circle around, singing, "Waiting for a partner." At the words, "Open the ring and choose one in," the farmer in the center chooses a partner from the circle.

Fourth Stanza. The children in the circle stand still, clapping and singing as the two in the center dance around inside the circle. At the end of each stanza the child who took the part of the farmer at the beginning of the stanza retires to the circle, and the other child becomes the farmer.

IN WOODEN SHOES

(Book One, page 44. Teacher's Manual, page 214)

Formation. A single circle, hands joined, children standing as far apart as possible.

The fun of the dance lies largely in the clapping of the wooden shoes which the dancers must wear.

First Stanza. Beginning with the left foot, the shoe is brought down on the floor with a sharp clap on the first count of each measure, the free foot swinging in front of the other, the feet alternating on each measure through the first three phrases and the first measure of the fourth phrase.

On the word, "tapping," second measure of the fourth phrase, the right and left feet are brought together with two sharp claps, bodies erect.

Fifth phrase. Beginning with the left foot, the dancers run toward the center of the circle with six short steps. The third and fourth measures of the fifth phrase are danced to the same figure as the first phrase of the song.

Sixth phrase. Beginning with the left foot, the dancers run backward to their original positions with six short steps. The last two measures of this phrase are danced to the same figure as the fourth phrase.

Second Stanza. First phrase. Release hands and turn to partner. The boys bow, the girls bob curtsey.

Second phrase. Partners facing each other, sides to center of circle, hands on hips. Stand erect until the words, "one, two, and three," when, beginning with the right foot, three sharp claps are made in time to the words.

Third phrase. Again joining hands and beginning with the left foot, the remaining figures of the dance are a repetition of the same phrases of the first stanza.

WILL YOU COME WITH ME

(Book One, page 48. Teacher's Manual, page 217)

Directions for this game, with additional stanzas, will be found on page 217 of this Manual.

DANCING SONG

(Book One, page 93. Teacher's Manual, page 127)

Formation. A single circle.

First phrase. Clap hands three times.

Second phrase. Devitalize wrist and shake loosely.

Third and fourth phrases. All join hands and skip in a ring. If desired, this figure may be varied by couples joining hands and whirling in a circle.

Fifth phrase. "Bending lightly." Take position for bowing; girls with skirts spread and boys with heels together. "Bow politely." Girls curtsy, boys bow.

Sixth phrase. Resume upright position, ready to begin again.

LONDON BRIDGE

(Book One, page 95. Teacher's Manual, page 238)

Choose two of the tallest players to represent the bridge. These face each other, clasping hands high over their heads to form an arch. The remaining children form a line, one behind the other, each player holding to the dress or with hands on the hips of the one in front. While singing, the line passes under the arch. At the words, "With a gay ladye," the two keepers of the bridge let their arms fall, catching whichever player happens to be passing under.

The keepers privately agree which is to represent gold and which silver. The child caught is questioned in a whisper, "Do you choose gold or silver?" After making the decision, the child stands behind the keeper he has chosen, and when all the children have been caught the game ends in a tug of war between the two sides.

AT THE DANCE

(Book One, page 71. Teacher's Manual, page 126)

First Stanza. First phrase. The girls may be in their seats or standing upon the floor in a straight line. Each boy advances to his partner, singing the words of the first phrase and, with a bow, inviting her to dance.

Second phrase. Girls sing the second phrase, accepting the invitation with a low curtsy.

Third and fourth phrases. Both singing, the boy takes the girl's left hand in his right and leads her to the circle, where all drop hands.

Second Stanza. First phrase. All singing. Bow to partner.

Second phrase. Bow to neighbor.

Third phrase. First two measures. Slide right foot forward. Second two measures. Lift foot and point toe.

Fourth phrase. First two measures. Slide left foot forward. Second two measures. Slide right foot, then left foot, then bring both feet together.

Third Stanza. Face partner, the girls all facing in one direction, the boys in the other direction. Beginning by giving right hand to partner, walk around the circle, alternating right and left hands, until the partners meet. Should the circle be so large that partners do not meet by the end of the stanza, the music may be repeated to "Tra, la, la," etc.

THE MAYPOLE DANCE

(Book One, page 72. Teacher's Manual, page 227)

Formation. A double circle, facing the left, boys inside, girls outside; the maypole with long ribbons hanging from its top, one ribbon for each dancer.

First Stanza. Join inside hands, outside hands on hips, and skip around the circle. At the "Tra-la," form a single circle, all hands joined, skip to the center of the circle, and then all skip back again to place.

Second Stanza. One couple at a time advances to the pole to get ribbons. Inside hands are joined and the ribbons grasped in the outside hands. The second stanza is continued until all have taken ribbons. For the refrain, repeat the figure danced to the refrain of the first stanza, holding ribbons in the outside hands. When approaching the center of the circle the hands should be raised; in retiring, the hands should be lowered.

Third Stanza. Face left in single circle, ribbons in outside hands. For the first phrase, holding ribbons high, skip around to the left. For the second phrase, turn, change the ribbons to outside hands, and skip to the right. The refrain is danced as for the second stanza.

WHEN I WAS A SCHOOLGIRL

(Teacher's Manual, page 128)

Formation. A single circle.

First Stanza. First and second lines. Players join hands and dance slowly around the circle.

Third and fourth lines. Drop hands and sing the words with appropriate gestures. Players may walk around the circle holding the hands

together in front, as if studying from an imaginary book, or, remaining in place, may skip imaginary ropes, etc.

Second Stanza. First and second lines. Again joining hands, dance around the circle.

Third and fourth lines. As in first stanza, but with gestures appropriate for a schoolboy.

This song may be used as an additional singing game in either the first, second, or third grade. It may be continued indefinitely by substituting other characters in place of schoolgirl and schoolboy, as, for example, cobbler, blacksmith, lady, soldier, tailor, reaper, etc., allowing the children to exercise their imagination in the selection of appropriate gestures. Care must be taken that all the motions are rhythmical and in time with the music.

FOLK DANCES AND SINGING GAMES

The Chimes of Dunkirk

("The Frightened Pumpkin," Book One, p. 83*)

Scotch Folk Dance

Allegro



* See Teacher's Manual, page 106 regarding difference in meter

Dance of Greeting

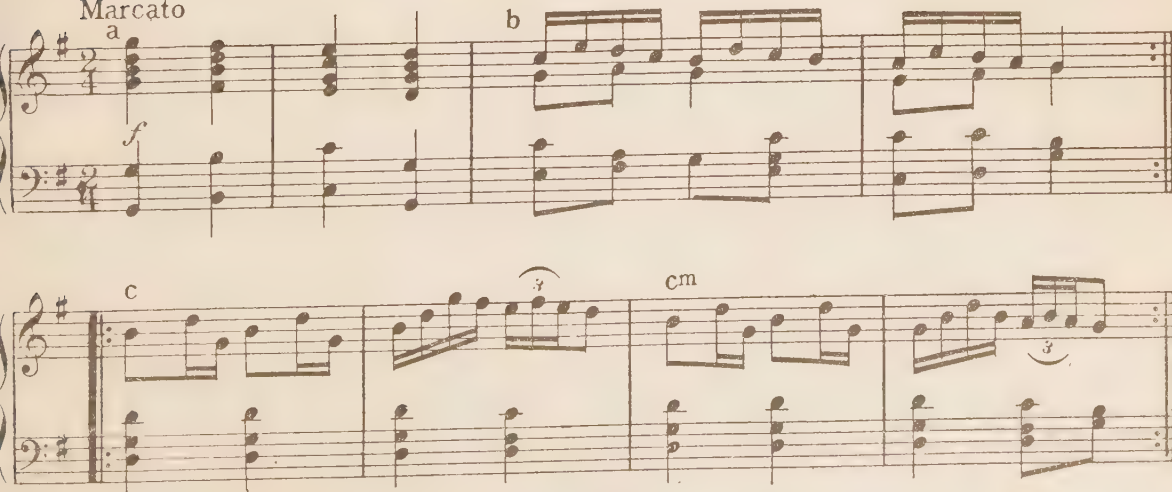
Danish Folk Dance



Lottie is Dead

Swedish Folk Dance

Marcato



Children's Polka

Folk Dance

Children's Polka, Folk Dance. Musical score in 2/4 time, key of B-flat major. The score is divided into three systems of piano accompaniment. The first system (measures 1-5) is marked *mf* and includes a first ending 'a'. The second system (measures 6-11) includes a second ending 'b' and a fortissimo *ff* marking. The third system (measures 12-17) includes a third ending 'c' and a piano *pp* marking. The piece ends with a double bar line after measure 17.

Lassies' Dance

"Kull-Dansen"

Swedish Folk Dance

Lassies' Dance, "Kull-Dansen", Swedish Folk Dance. Musical score in 3/4 time, key of D major. The score is divided into two systems of piano accompaniment. The first system (measures 1-6) is marked *Allegro* and includes first endings 'a¹' and 'b¹'. The second system (measures 7-14) includes second endings 'a²', 'b²', and 'c', and a final ending 'd'. The piece ends with a double bar line after measure 14.

Shoemakers' Dance

Allegretto

Danish Folk Dance

First system of the musical score for 'Shoemakers' Dance'. It consists of two staves (treble and bass clef) in 2/4 time. The melody is in the treble staff, and the bass line is in the bass staff. The first measure is marked with a fermata and a '1' below it. The second measure is marked with a '2' below it. The third measure is marked with a '3' below it. The fourth measure is marked with a '4' below it. The fifth measure is marked with a '5' below it. The sixth measure is marked with a '6' below it. The seventh measure is marked with a '7' below it. The eighth measure is marked with a '8' below it. The score is divided into two systems of four measures each. The first system is labeled 'a' and the second system is labeled 'b'.

Bleking

Allegretto

Swedish Folk Dance

Second system of the musical score for 'Bleking'. It consists of two staves (treble and bass clef) in 2/4 time. The melody is in the treble staff, and the bass line is in the bass staff. The first measure is marked with a fermata and a '1' below it. The second measure is marked with a '2' below it. The third measure is marked with a '3' below it. The fourth measure is marked with a '4' below it. The fifth measure is marked with a '5' below it. The sixth measure is marked with a '6' below it. The seventh measure is marked with a '7' below it. The eighth measure is marked with a '8' below it. The ninth measure is marked with a '9' below it. The tenth measure is marked with a '10' below it. The eleventh measure is marked with a '11' below it. The twelfth measure is marked with a '12' below it. The thirteenth measure is marked with a '13' below it. The fourteenth measure is marked with a '14' below it. The fifteenth measure is marked with a '15' below it. The sixteenth measure is marked with a '16' below it. The score is divided into two systems of eight measures each. The first system is labeled 'a1' and the second system is labeled 'b'. The third system is labeled 'a2' and the fourth system is labeled 'b m'. The fifth system is labeled 'c1' and the sixth system is labeled 'd'. The seventh system is labeled 'c2' and the eighth system is labeled 'd m'.

I See You

Swedish Singing Game

Allegro

The musical score for 'I See You' is written for piano in 2/4 time. It consists of three systems of staves. The first system contains measures 1 through 4, with chords labeled a¹, b, and b. The second system contains measures 5 through 10, with chords labeled a², b^m, and c¹. The third system contains measures 11 through 16, with chords labeled d, c², and d^m. The melody is primarily in the right hand, featuring eighth and sixteenth notes, while the left hand provides a simple harmonic accompaniment with chords and single notes.

The Water Sprite

"Nigarepolskan"

Swedish Folk Dance

The musical score for 'The Water Sprite' is written for piano in 3/4 time. It consists of two systems of staves. The first system contains measures 1 through 5, with chords labeled a and a^m. The second system contains measures 6 through 10, with chords labeled b and c. The melody is in the right hand, featuring eighth and sixteenth notes, while the left hand provides a harmonic accompaniment with chords and single notes.

Gustave's Toast

"Gustafs Skål"

Allegro Swedish Singing Game

f

a > > > b am c 1 2

d¹ d^m d² e

Mountain March

Norwegian Folk Dance

a b

1 2 3 4 5

6 7 8 9 10

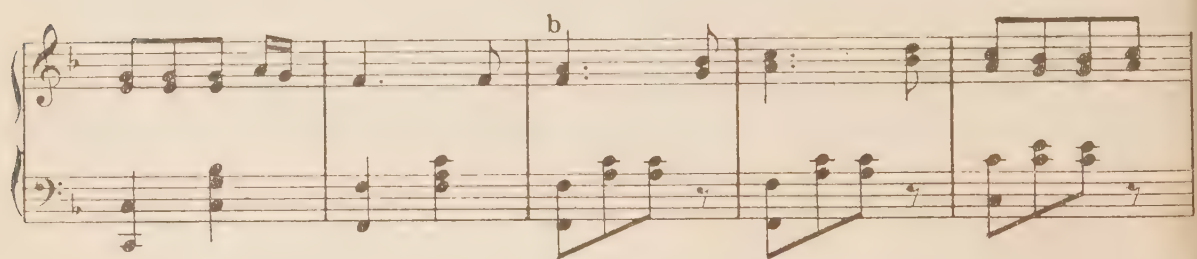
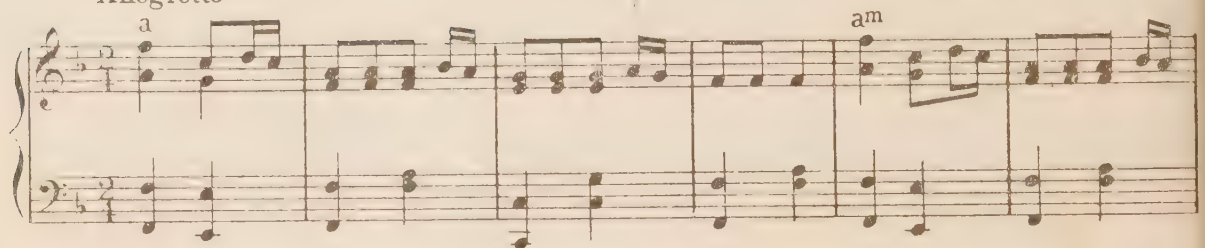
c b^m

11 12 13 14 15 16

The Ace of Diamonds

Danish Folk Dance

Allegretto



Clap Dance

"Klappdans"

Allegro

Swedish Folk Dance

Musical score for "Clap Dance" (Klappdans), marked Allegro. The score is in 2/4 time and consists of 16 measures. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The score is divided into five measures per system. The measures are numbered 1 through 16. The first measure (1) is marked with a forte (f) dynamic. The second measure (2) has an accent (>). The third measure (3) has an accent (>). The fourth measure (4) has an accent (>). The fifth measure (5) is marked with a forte (f) dynamic. The sixth measure (6) has an accent (>). The seventh measure (7) has an accent (>). The eighth measure (8) has an accent (>). The ninth measure (9) has an accent (>). The tenth measure (10) has an accent (>). The eleventh measure (11) has an accent (>). The twelfth measure (12) has an accent (>). The thirteenth measure (13) has an accent (>). The fourteenth measure (14) has an accent (>). The fifteenth measure (15) has an accent (>). The sixteenth measure (16) has an accent (>).

Tantoli

Allegretto

Swedish Folk Dance

Musical score for "Tantoli", marked Allegretto. The score is in 2/4 time and consists of 9 measures. The melody is in the treble clef, and the bass line is in the bass clef. The key signature has one sharp (F#). The score is divided into two systems. The first system contains measures 1 through 4. The second system contains measures 5 through 9. The measures are numbered 1 through 9. The first measure (1) has an accent (>). The second measure (2) has an accent (>). The third measure (3) has an accent (>). The fourth measure (4) has an accent (>). The fifth measure (5) has an accent (>). The sixth measure (6) has an accent (>). The seventh measure (7) has an accent (>). The eighth measure (8) has an accent (>). The ninth measure (9) has an accent (>).

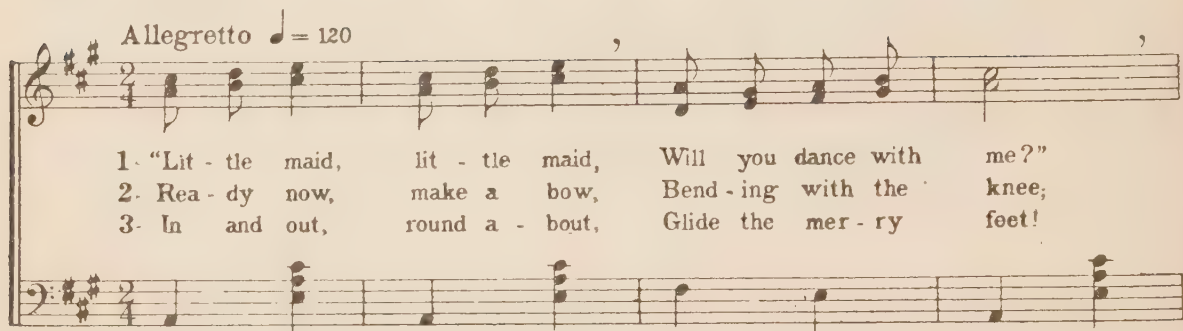
At the Dance

(Book One, p 71)

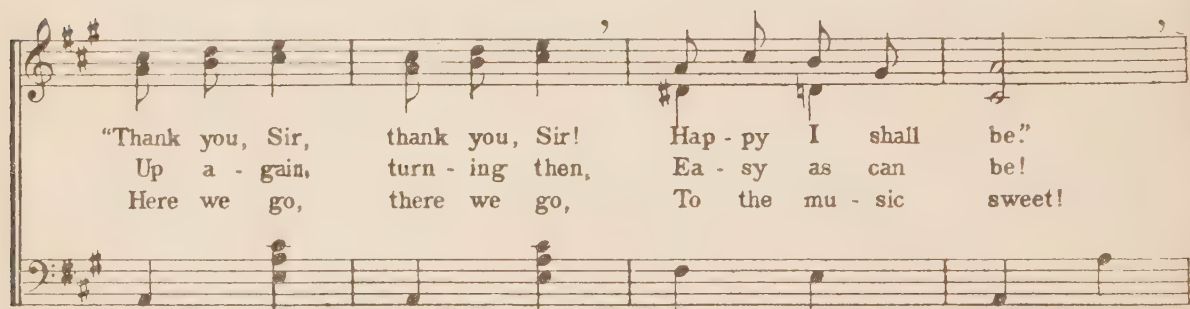
Abbie Farwell Brown

Finnish Melody

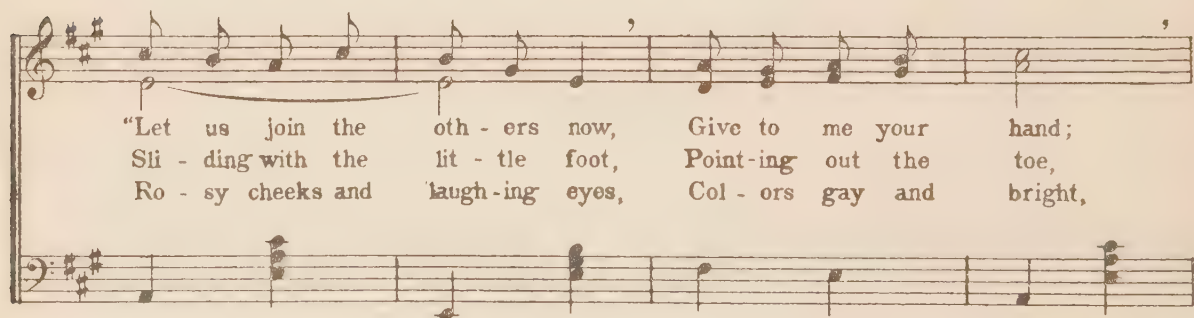
Allegretto $\text{♩} = 120$



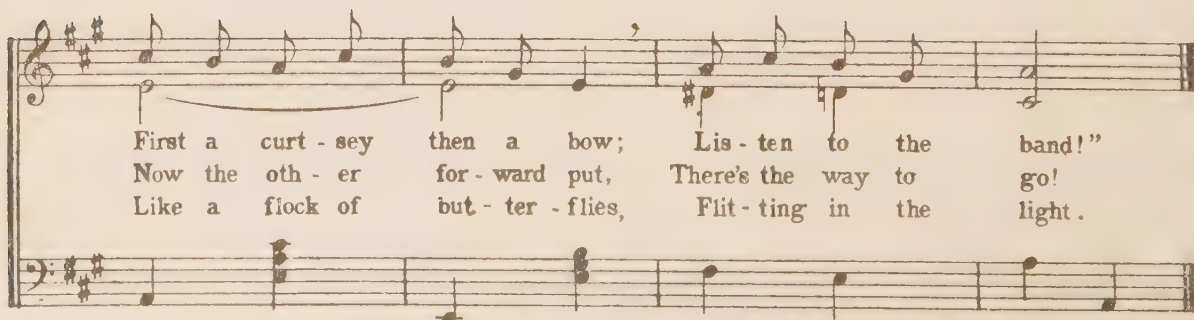
1. "Lit - tle maid, lit - tle maid, Will you dance with me?"
 2. Rea - dy now, make a bow, Bend - ing with the knee;
 3. In and out, round a - bout, Glide the mer - ry foot!



"Thank you, Sir, thank you, Sir! Hap - py I shall be"
 Up a - gain, turn - ing then, Ea - sy as can be!
 Here we go, there we go, To the mu - sic sweet!



"Let us join the oth - ers now, Give to me your hand;
 Sli - ding with the lit - tle foot, Point - ing out the toe,
 Ro - sy cheeks and laugh - ing eyes, Col - ors gay and bright,



First a curt - sey then a bow; Lis - ten to the band!"
 Now the oth - er for - ward put, There's the way to go!
 Like a flock of but - ter - flies, Flit - ting in the light.

Dancing Song

(Book One, p 93)

Alice C.D. Riley

W. Otto Miessner

Composed for this Series

$\text{♩} = 144$

Clap your hands, one, two, three Then like

this shake them free. Then a ring - a - round -

ro - sy Makes a pot - ful - o' - po - sy. Bend - ing

ligh - tly, Bow po - lite - ly, For po - lite we must be.

When I Was a Schoolgirl

English Folk Song



1. Oh, when I was a school-girl, a school-girl, a school-girl, Oh,
 2. Oh, when I was a school-boy, a school-boy, a school-boy, Oh,



when I was a school-girl, oh this way went I. Oh
 when I was a school-boy, oh this way went I. Oh



this way went I; Oh this way went I; Oh,
 this way went I; Oh this way went I; Oh,



when I was a school-girl, oh this way went I.
 when I was a school-boy, oh this way went I.



PART FOUR
ADDITIONAL ROTE SONGS

When Mother Sings

Margaret Thurston

W. Otto Miessner

Composed for this Series

Quietly ♩ = 66

When mother sings my lul - la - by, I do not keep a - wake, nor cry; She

rocks me to and fro; Her voice is sweet and low, When she

sings my lul - la - by, When she sings my lul - la - by.

How Many Days has my Baby to Play

Mother Goose

Arthur Whiting

Composed for this Series

Brightly ♩ = 84

How ma - ny days has my ba - by to play? Sa - tur - day, Sun - day,

Mon - day, Tues - day, Wednes - day, Thurs - day, Fri - day,

Sa - tur - day, Sun - day, Mon - day, Tues - day, Wednes - day,

Thurs - day, Fri - day, Sa - tur - day, Sun - day, Mon - day.

The Man in the Moon

Virginia Baker

Bessie M. Whiteley

Composed for this Series

Allegro moderato ♩ = 112

Funny Man up in the Moon, Did you once come down too soon? Tell me, then, how and when

You went back a - gain. — Funny Man up in the Moon, Did you once come down too soon?

rit. *a tempo*
Funny Man up in the Moon, Tell, tell me! — Funny Man up in the Moon,

rit. *a tempo*
Did you once come down too soon? Tell me, then, how and when You went back a - gain.

Choo-choo-choo

Otis M. Carrington

Otis M. Carrington.

Andante con moto ♩ = 80

mf

1. Choo-choo-choo is a great big horse That is made of i - ron strong.
 2. Choo-choo-choo has an i - ron nose And he wears an i - ron shoe.

mf

Choo-choo-choo pulls hea - vy loads, And works the whole day long.
 Choo-choo-choo eats wood and coal, And seems to like it too.

Oo! _____

Sings the mer-ry choo - choo - choo.

pp

Oo! _____

Sings the mer-ry choo - choo - choo.

The Little Seeds

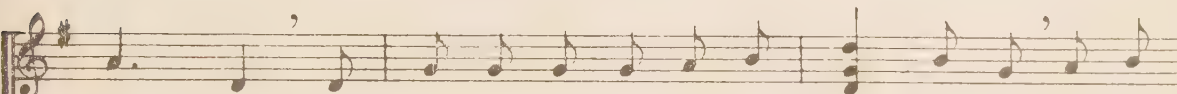
Alice C. D. Riley

English Folk Song

Not too quickly ♩ = 76



1. In spring-time the far-mer walks to and fro, Sow - ing,
 2. In sum-mer the wheat stands so straight and tall, Wav - ing,
 3. In au - tumn the far - mer his sic - kle brings, Reap - ing,

sow - ing. The seeds snug-gle down in the earth to grow, And they
 wav - ing. The wind pas-ses o - ver and bends it all, And it
 reap - ing. The gol - den grain falls as the sic - kle swings, And he




grow and grow, they grow far be - low, Do these trim lit - tle, slim lit - tle
 grows and grows, it grows for the fall, To make trim lit - tle, slim lit - tle
 shouts a song, yes, joy - ful - ly sings Of the work of the slim lit - tle




seeds, — Yes, in - deed! Trim lit - tle, slim lit - tle seeds. —
 seeds, — Yes, in - deed! Trim lit - tle, slim lit - tle seeds. —
 seeds, — Yes, in - deed! Trim lit - tle, slim lit - tle seeds. —



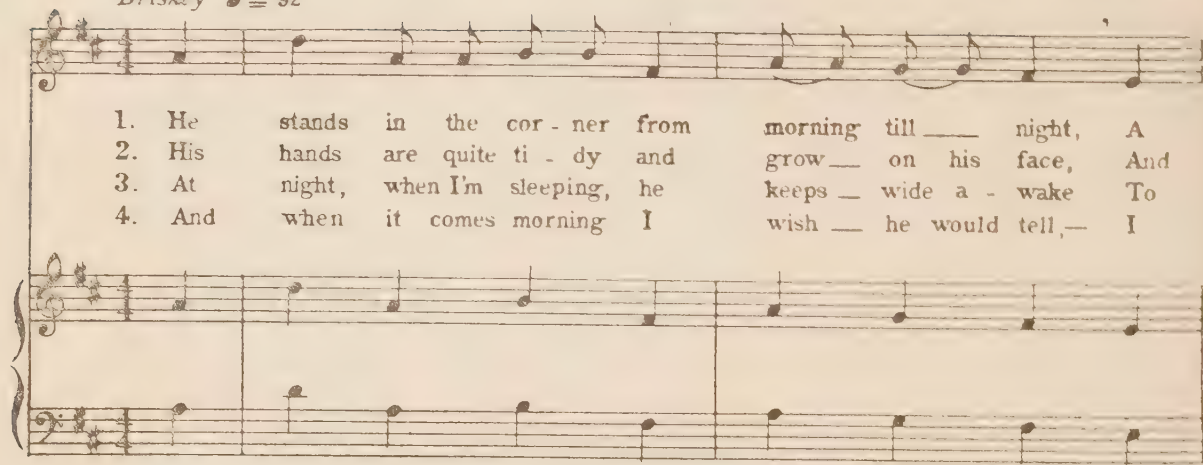
The Hall Clock

Carolyn S. Bailey

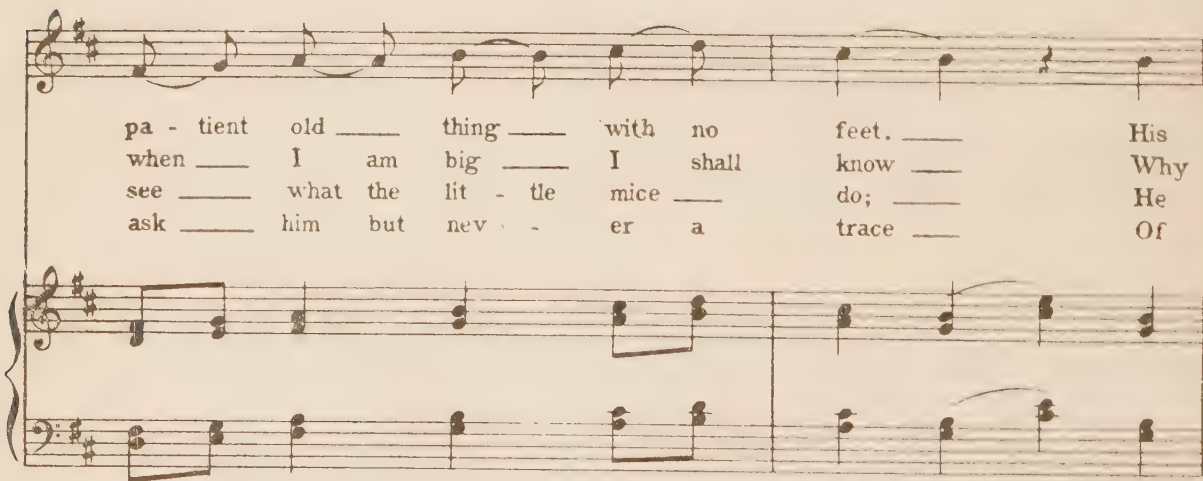
William E. Haesche

Briskly ♩ = 92

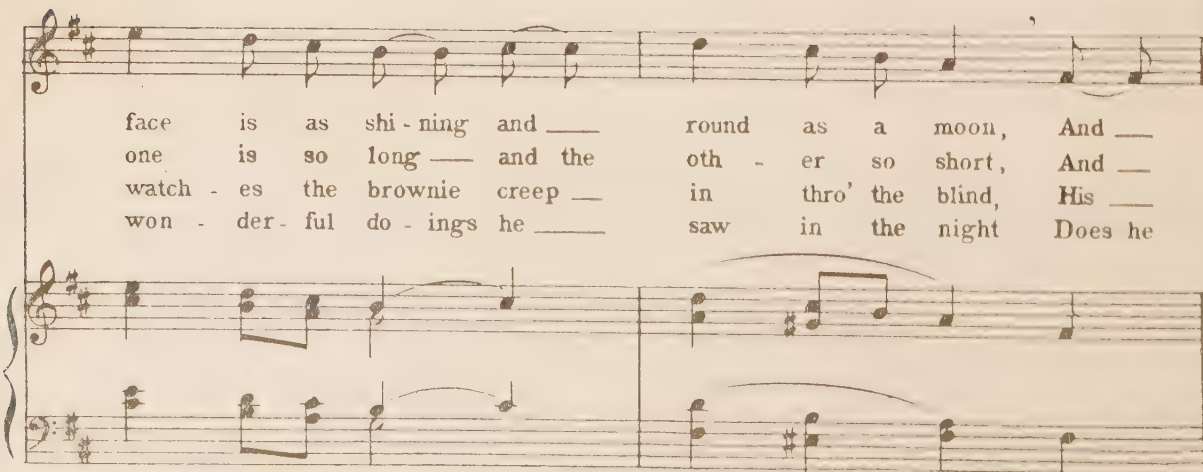
Composed for this Series



1. He stands in the cor - ner from morning till — night, A
 2. His hands are quite ti - dy and grow — on his face, And
 3. At night, when I'm sleeping, he keeps — wide a - wake To
 4. And when it comes morning I wish — he would tell, — I



pa - tient old — thing — with no feet. — His
 when — I am big — I shall know — Why
 see — what the lit - tle mice — do; — He
 ask — him but nev - er a trace — Of



face is as shi - ning and — round as a moon, And —
 one is so long — and the oth - er so short, And —
 watch - es the brownie creep — in thro' the blind, His —
 won - der - ful do - ings he — saw in the night Does he

oh, — so ex-ceed-ing-ly — neat. From break-fast to sup-per, Right
 one he moves fast and one — slow. From break-fast to sup-per, Right
 lit-tle red — shoes soaked with dew. From sup-per to breakfast, From
 show — in his so-ber old — face. From break-fast to sup-per, Right

on through the day, "Tick - tock! tick - tock! I'm
 on through the day, "Tick - tock! tick - tock! I'm
 night - time to day, "Tick - tock! tick - tock! I'm
 on through the day, "Tick - tock! tick - tock! I'm

on - ly a clock, I'm on - ly a clock! Tick - tock! tick - tock! I'm

on - ly a clock, I'm on - ly a clock," he'll say.

A Telephone Message

George Reiter Brill

Horatio Parker

Composed for this Series

$\text{♩} = 100$

1. Tin - kle, tin - kle, tel - e - phone, Can't you get him? What's the cause? Give me
 2. Sis - ter wants a ba - by doll, Brother wants a coast - ing sled.— Hel - lo
 3. Please be sure to bring a tree; Bring a big one like last year; Things to
 4. Tin - kle, tin - kle,— yes, ring off. Don't for - get the ba - by doll. You might

North Pole, twen - ty - one,— Hel - lo! Is that San - ta Claus?
 San - ty, did you hear? Coasting sled is what I said.
 fill the stockings, too. Hel - lo San - ty, did you hear?
 bring a gun and drum. Thanks, dear San - ta Claus, that's all!

Indian Song

M. Edith Reynolds

M. Edith Reynolds

$\text{♩} = 96$

Hi - yi - yi - yi! We are In - dians in our war - paint.
 Hi - yi - yi - yi! We are In - dians in our war - paint.
 With our spears and tom - a - hawks, We hunt the tame and pale - faced peo - ple.
 Hi - yi - yi - yi! Hi - yi - yi! Hi - yi - yi - yi! Ah!

Frosting

137

Wilhelmina Seegmiller

W. Otto Miessner

Composed for this Series

Not fast ♩ = 112

The earth is full of frosting, And ev'ry shrub and tree Is

candy-frosting covered. Whose birthday can it be? Has the cold north wind a

birthday? Or has the moon or sun? Or does Jack Frost make frost-ing Be-

cause he thinks it fun? _____

f

p

And.

My Beautiful Doll

Josephine R. de Ellas

Slowly, dreamily ♩ = 56



The vocal melody for the first system is written on a single staff. It begins with a repeat sign and a key signature change to two flats. The melody is composed of eighth and sixteenth notes.

1. This is my favorite dolly; Is-n't she perfectly sweet?
2. Dol-ly wears beautiful dresses, Dresses of pink, blue, or white;
3. When ev'ry evening the shadows Thro' the wide windowpanes creep,

The piano accompaniment for the first system continues on a single staff, mirroring the harmonic style of the introduction.

The vocal melody for the second system continues on a single staff, maintaining the melodic and harmonic patterns.

See her wee hands full of dimples, See her two dear lit-tle feet!
Dainty silk socks, ti - ny slippers, Fastened with buckles so bright;
Bedtime and sleepy time bringing, Dol-ly must go fast a - sleep.

The piano accompaniment for the second system continues on a single staff.

The vocal melody for the third system continues on a single staff, with a key signature change to one flat.

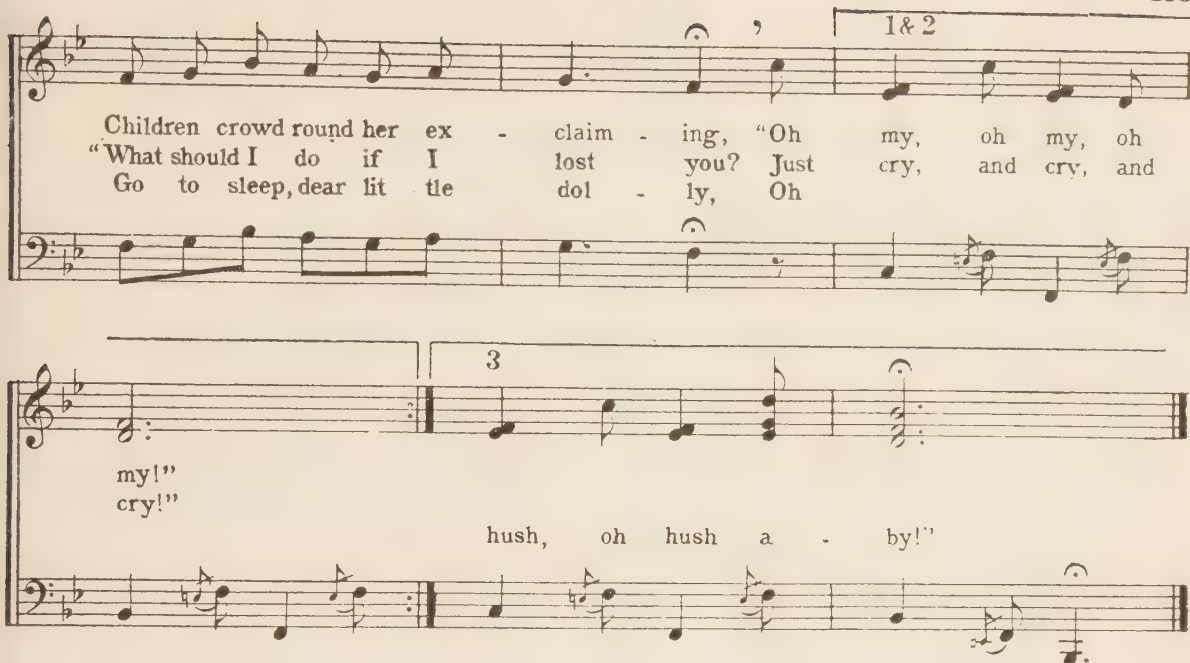
See her real hair, long and curly, Eyes just as blue as the sky, -
Hats trimmed with flowers and ribbons, Pret-ti - est hats I can buy, -
Gen-tly I hold her and rock her, Sing-ing a soft lul-la - by;

The piano accompaniment for the third system continues on a single staff.

The vocal melody for the fourth system continues on a single staff, concluding with a final note and a fermata.

When we go walking to - geth - er, Dear lit - tle dol - ly and I,
Oh, how I love my dear dolly, Sometimes quite sad - ly I sigh,
"Close your blue eyes, dar - ling dolly, Mother is near, do not cry.

The piano accompaniment for the fourth system continues on a single staff, ending with a final chord.



Children crowd round her ex - claim - ing, "Oh my, oh my, oh
 "What should I do if I lost you? Just cry, and cry, and
 Go to sleep, dear lit - tle dol - ly, Oh

my!"
 cry!"

hush, oh hush a - by!"

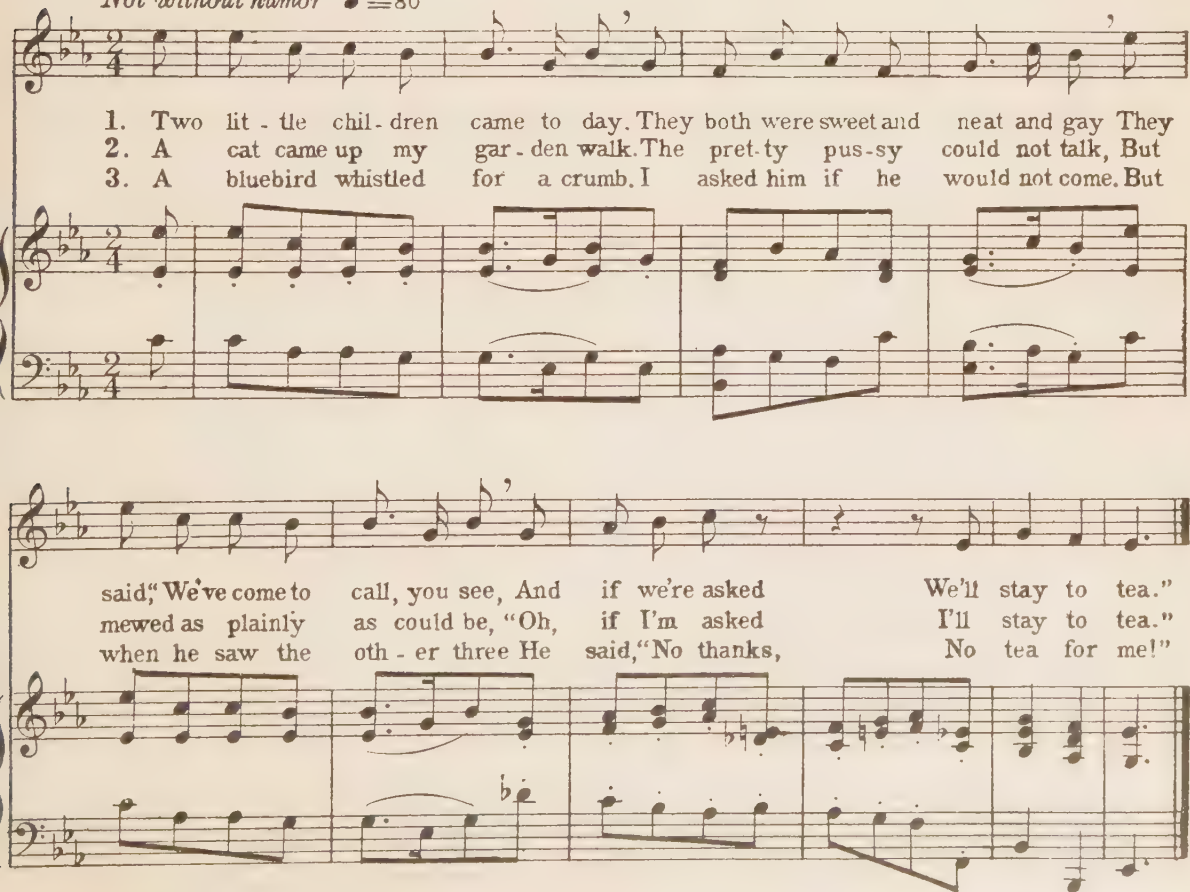
Afternoon Tea

Kate Forman

Horatio Parker

Composed for this Series

Not without humor ♩ = 80



1. Two lit - tle chil - dren came to day. They both were sweet and neat and gay They
 2. A cat came up my gar - den walk. The pret - ty pus - sy could not talk, But
 3. A bluebird whistled for a crumb. I asked him if he would not come. But

said, "We've come to call, you see, And if we're asked We'll stay to tea."
 mewed as plainly as could be, "Oh, if I'm asked I'll stay to tea."
 when he saw the oth - er three He said, "No thanks, No tea for me!"

A February Song

Louise Ayres Garnett

Louise Ayres Garnett

Composed for this Series

Sturdily ♩ = 116

mf

1. In Feb - ru - a - ry there were born Two
2. And ev - 'ry time we cel - e - brate The

he - roes brave and good. They loved our coun - try and they lived And
birthdays of these men, We know by be - ing brave and good' We

died as he - roes should. Come let us sing, Come let us bring A
help them live a - gain.

Feb - ru - a - ry song; In - stead of flow'rs and sum - mer show'rs You

give us he - roes strong; You give us he - roes strong!

Prince Finikin

Kate Greenaway

Horatio Parker

Moderato $\text{♩} = 88$

p

1. Prince Fin-i - kin and his ma - ma sat
 2. "Most cer-tain-ly it can - not be a
 3. But Dol-ly looked and smiled at them; she
 4. Then Fin-i - kin's ma - ma ob - served, "Dear
 5. So Fin-i - kin poured out her tea and

p

sip - ping their Bo - hea. "Good gracious," said His High-ness, "Why, what
 na - tive of our town,—" He turned him round to his ma - ma, who
 did not speak a word. "She has no voice," said Fin - i - kin; "It's
 Prince, it seems to me She looks as if she'd like to drink a
 gave her cur - rant pie; Then turned and said, "My dear ma - ma, oh,

f

1 to 4 last

girl is this I see?
 set her tea - cup down.
 real - ly quite ab - surd."
 cup of my Bo - hea."

what a kind Prince am I!"

p

Ride a Cock Horse

Mother Goose

Arthur Whiting

Composed for this Series

$\text{♩} = 72$

Ride a cock horse to Ban - bu - ry Cross, To see a fine la - dy up -

The first system of the song features a treble and bass staff in G major and 6/8 time. The melody is in the treble staff, and the bass staff provides a simple accompaniment. The lyrics are written below the treble staff.

on a white horse. Ride a cock horse to Ban - bu - ry Cross, To

The second system continues the melody and accompaniment. The lyrics are written below the treble staff.

see a fine la - dy up - on a white horse. Rings on her fingers and bells on her toes, For

The third system continues the melody and accompaniment. The lyrics are written below the treble staff.

she shall have mu - sic wher - ev - er she goes; Rings on her fin - gers and

The fourth system continues the melody and accompaniment. The lyrics are written below the treble staff.

bells on her toes, For she shall have mu - sic wher - ev - er she goes.

The fifth system concludes the song. The lyrics are written below the treble staff.

Garden Song

Allegretto grazioso ♩ = 116

mf

Sing a song of gar-dens; Time is come for sow-ing;

mf

Trees are out, bees are out, Ap-ple blooms are blow-ing.

Pan-sy buds, pop-py buds, Spring is here in-deed,

p

mf

cresc.

rit.

When my man John-ny comes a long with his seed.

mf

cresc.

rit.

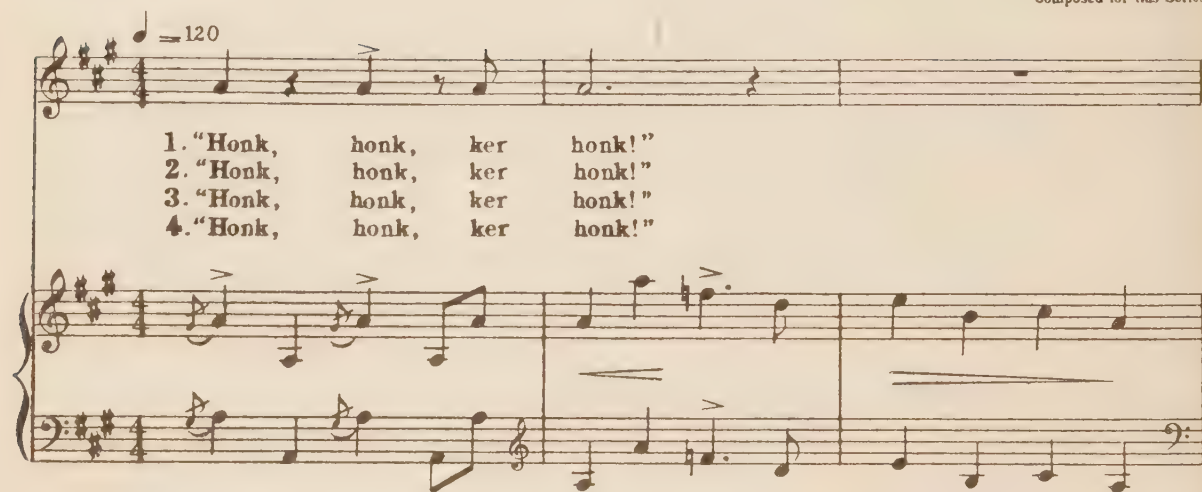
The Wild Geese

May Morgan

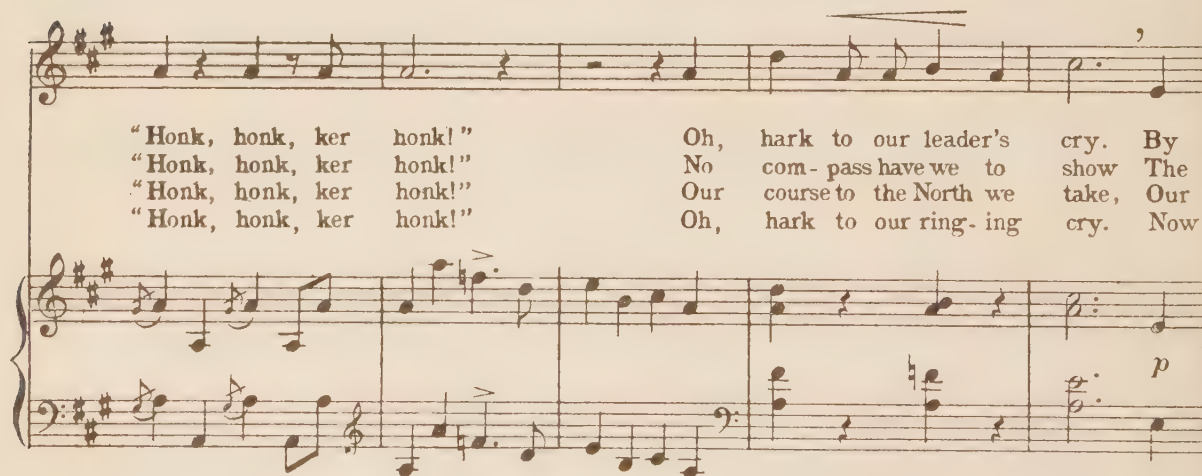
George B. Nevin

Composed for this Series

$\text{♩} = 120$

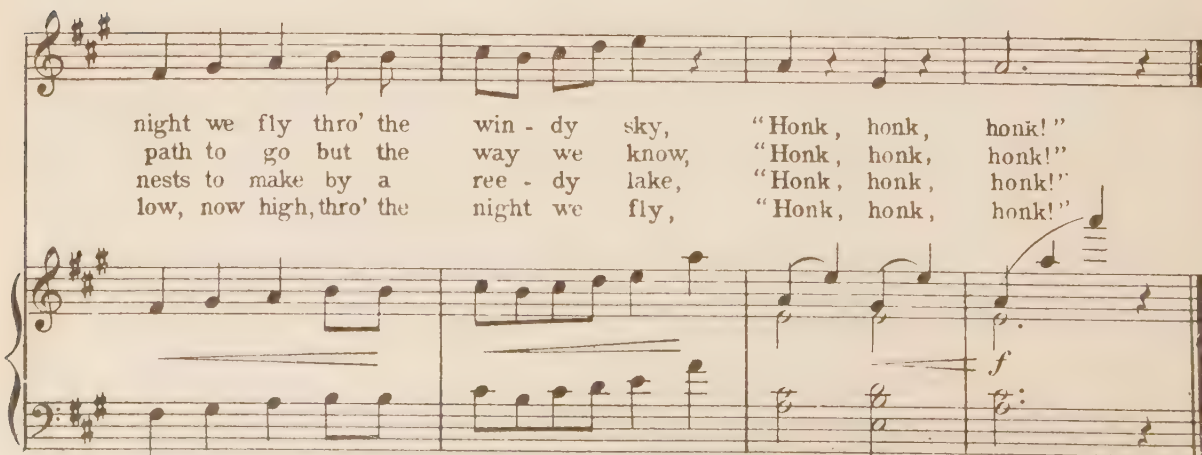


1. "Honk, honk, ker honk!"
 2. "Honk, honk, ker honk!"
 3. "Honk, honk, ker honk!"
 4. "Honk, honk, ker honk!"



"Honk, honk, ker honk!"
 "Honk, honk, ker honk!"
 "Honk, honk, ker honk!"
 "Honk, honk, ker honk!"

Oh, hark to our leader's cry. By
 No com- pass have we to show The
 Our course to the North we take, Our
 Oh, hark to our ring- ing cry. Now



night we fly thro' the win- dy sky, "Honk, honk, honk!"
 path to go but the way we know, "Honk, honk, honk!"
 nests to make by a ree- dy lake, "Honk, honk, honk!"
 low, now high, thro' the night we fly, "Honk, honk, honk!"

Little Miss Patty and Master Paul

145

Kate Greenaway

Horatio Parker

Deliberately ♩ = 88

p

Lit - tle Miss Pat - ty and Mas - ter Paul Have

found two snails on the gar - den wall. "These snails," said Paul, "how slow they walk! A

a little faster

great deal slower than we can talk. Make haste, Mis - ter Snail, travel quicker I pray; In a

race with our tongues, you'll be bea - ten, be bea - ten to - day."

The Greedy Mouse

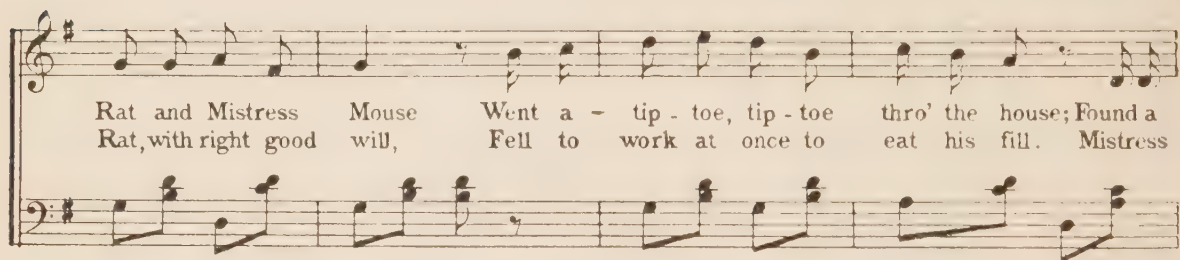
Alice C. D. Riley
From the Spanish

Josephine R. de Elias

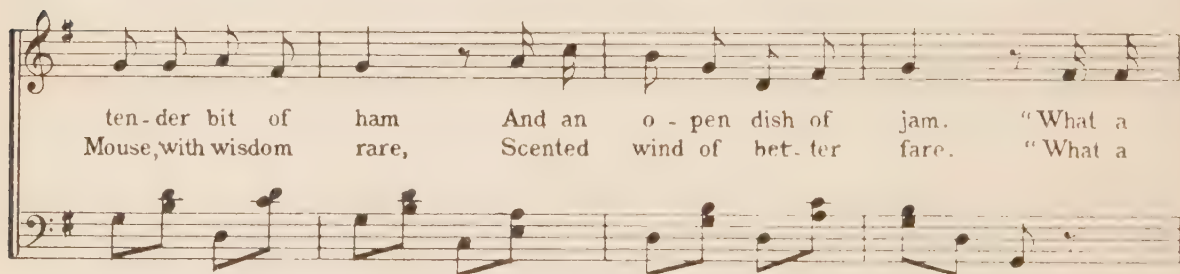
Vivace $\text{♩} = 76$



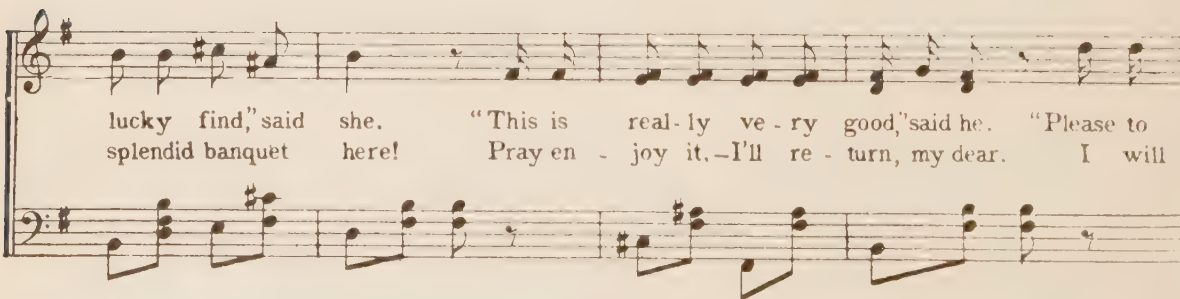
1. Mister
2. Mister



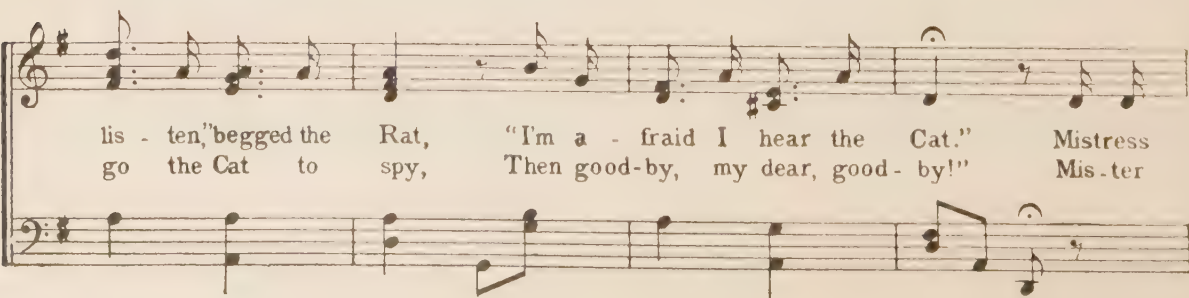
Rat and Mistress Mouse Went a - tip - toe, tip - toe thro' the house; Found a
Rat, with right good will, Fell to work at once to eat his fill. Mistress



ten - der bit of ham And an o - pen dish of jam. "What a
Mouse, with wisdom rare, Scented wind of bet - ter fare. "What a



lucky find," said she. "This is real - ly ve - ry good," said he. "Please to
splendid banquet here! Pray en - joy it, - I'll re - turn, my dear. I will



lis - ten," begged the Rat, "I'm a - fraid I hear the Cat." Mistress
go the Cat to spy, Then good - by, my dear, good - by!" Mis - ter

Mouse, she cocked her ear; "Not a sin - gle thing is stirring near. All the
Rat, with courtly care, Licked his chops and sat and waited there. Mistress

house lies dark and still. You may safe - ly eat your fill."
Mousie, at her ease, Gobbled ev - 'ry bit of cheese.

Dandelion, Yellow as Gold

From *The American Primary Teacher*

Frank van der Stucken

Composed for this Series

Moderato $\text{♩} = 66$

"Dan - de - li - on, yellow as gold, What do you do — all day?" — "I

just wait in — the tall green grass Till the chil - dren come and play." — "O

dan - de - li - on, yellow as gold, What do you do all night?" — "I

The first system of the musical score for 'Dandelion'. It features a vocal line in treble clef with a key signature of one sharp (F#) and a piano accompaniment in grand staff (treble and bass clefs). The lyrics are 'dan - de - li - on, yellow as gold, What do you do all night?' followed by a dash and the start of a new line 'I'.

wait and wait till the cool dew falls And my hair grows long and white." — "And

The second system of the musical score. The vocal line continues with the lyrics 'wait and wait till the cool dew falls And my hair grows long and white.' followed by a dash and 'And'. The piano accompaniment includes a triplet of eighth notes in the right hand and a triplet of eighth notes in the left hand.

what do you do when your hair is white And the children come and play?" — "They

The third system of the musical score. The vocal line continues with the lyrics 'what do you do when your hair is white And the children come and play?' followed by a dash and 'They'. The piano accompaniment continues with chords and single notes.

take me up in their dim-pled hands And blow my hair a - way." —

The fourth system of the musical score. The vocal line concludes with the lyrics 'take me up in their dim-pled hands And blow my hair a - way.' followed by a dash. The piano accompaniment ends with a triplet of eighth notes in the left hand.

Mathematics

149

Thomas Tapper

Horatio Parker

Composed for this Series

$\text{♩} = 80$

Four times two, or one plus one, These are ea - sy sums; The

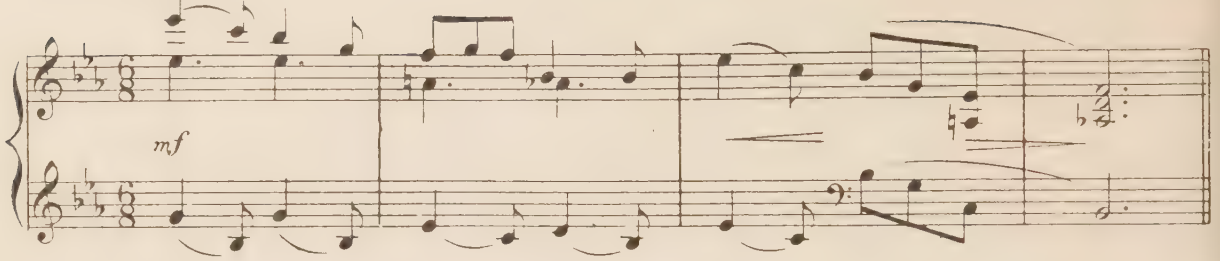
first means all my fin - gers, The sec - ond all my thumbs. But

ten times two! Now there's a sum Not ev - 'ry per - son knows. To

find the an - swer, here's the rule: Count fin - gers, thumbs, and toes.

Three Little Heads

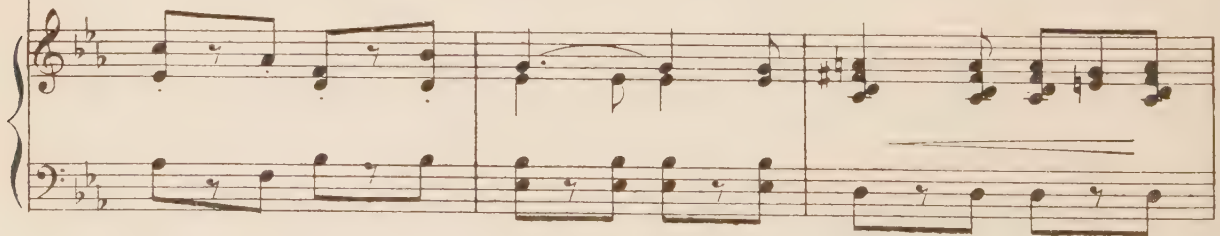
Annie E. Armstrong

Allegro $\text{♩} = 84$ *Brightly*

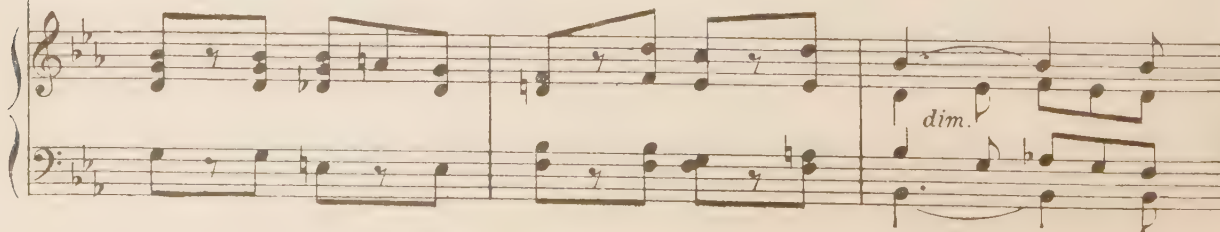
1. Three lit - tle heads in a row Looked
 2. Three lit - tle heads in a row Looked
 3. Three lit - tle heads in a row Looked



o - ver the gar - den wall; They heard the black - bird
 o - ver the gar - den wall; They saw the crim - son
 o - ver the gar - den wall; They saw the gol - den



whis - tle 'low, And the mer - ry thros - tle call. " 'Tis
 ro - ses show, And the mea - dow grass grow tall. " 'Tis
 sun - flow'rs glow, And the red - cheek'd pip - pins fall. " 'Tis



spring,— my dear, the sweet of the year, Its
 sum - mer, my dear, the queen of the year, Its
 au - tumn, my dear, the crown of the year, Its

p

beau - ti - ful sounds I know; And
 beau - ti - ful scents I know; The
 beau - ti - ful sights I know; The

cresc *rall.* *a tempo*

we'll have song through the whole day long," Said the
 air is sweet where the warm winds meet," Said the
 world is bright for our heart's de light," Said the

cresc *rall* *a tempo*

three lit - tle heads in a row.
 three lit - tle heads in a row.
 three lit - tle heads in a row.

The Grasshopper's Ball

Kate Louise Brown

Adolf Weidig

Composed for this Series

$\text{♩} = 84$



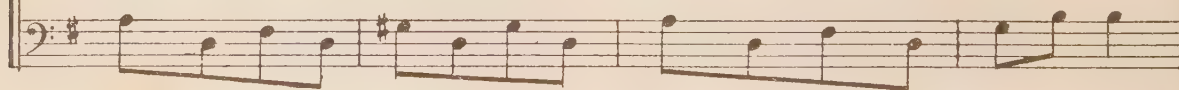
In the sky the sun is shi-ning, From the elms the rob-ins call;



Hur-ry, skur-ry, ant and cricket, Has-ten to the grass-hop-per's ball.



Little brown legs, so light and slen-der, Mer-ri-ly o-ver the grasses swing;



Hopping, skipping all to- geth-er, Light of foot and fleet of wing.



Swing Song

Nina B. Hartford

Nina B. Hartford

Composed for this Series

$\text{♩} = 152$

1. Swing, swing, swing, swing, Under the ap - ple tree. _____
 2. Slow, slow, slow, slow, Under the ap - ple tree. _____

Sing, — sing, — sing, — sing, Happy and gay are we. _____
 To and fro, — slow we go, Playing a game are we. _____

Now like a bird we go up so high, — Almost as far as the blue, blue sky. So
 When the old swing stops it - self this way, "We're letting the Pus-sy-cat die," we say. So

swing, swing, swing, swing, Under the ap - ple tree. _____
 slow, slow, slow, slow, Under the ap - ple tree. _____

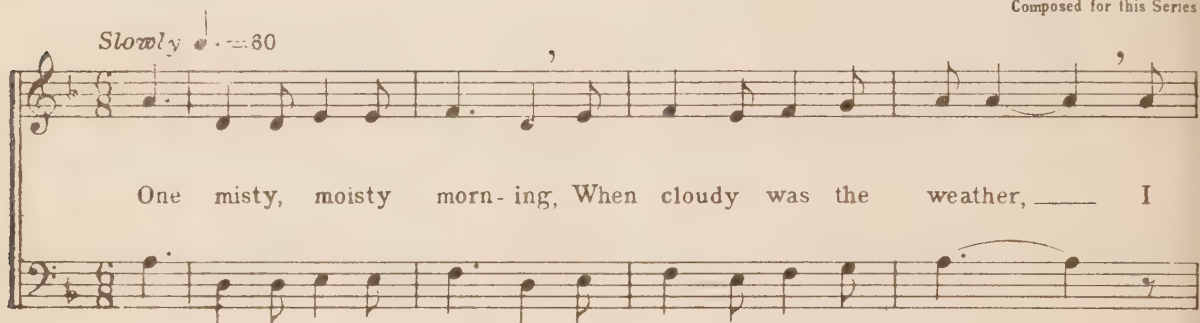
One Misty, Moisty Morning

Mother Goose

Arthur Whiting

Composed for this Series

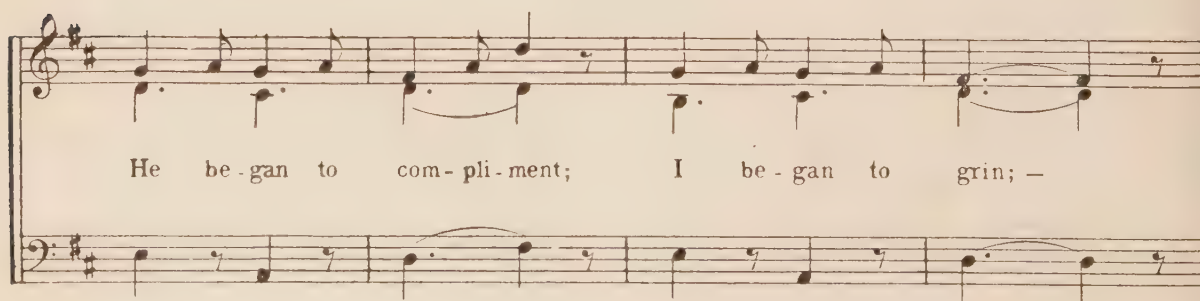
Slowly ♩ = 60



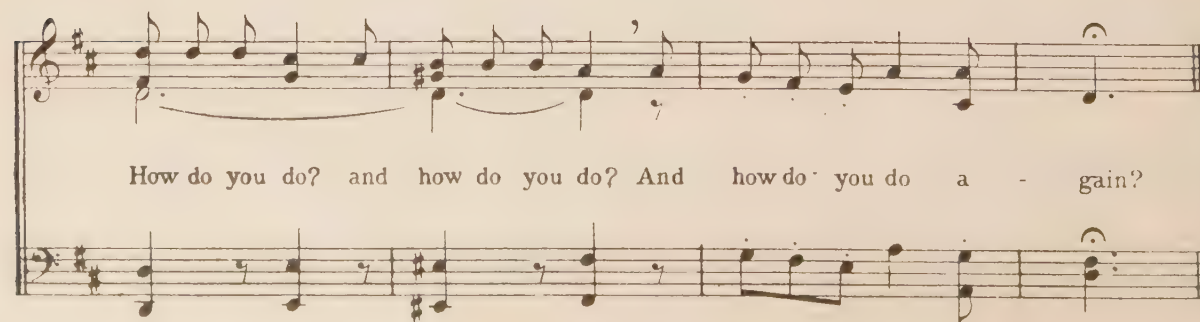
One misty, moisty morn-ing, When cloudy was the weather, — I



chanced to meet an old man Clad all in leather.



He be-gan to com-pli-ment; I be-gan to grin; —



How do you do? and how do you do? And how do you do a - gain?

Chrys Anthemum

Frank L. Laird

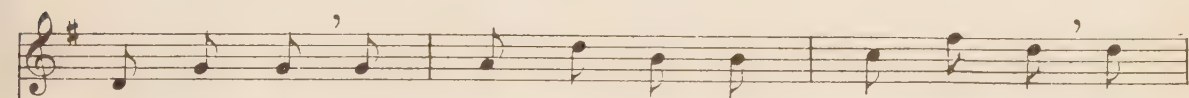
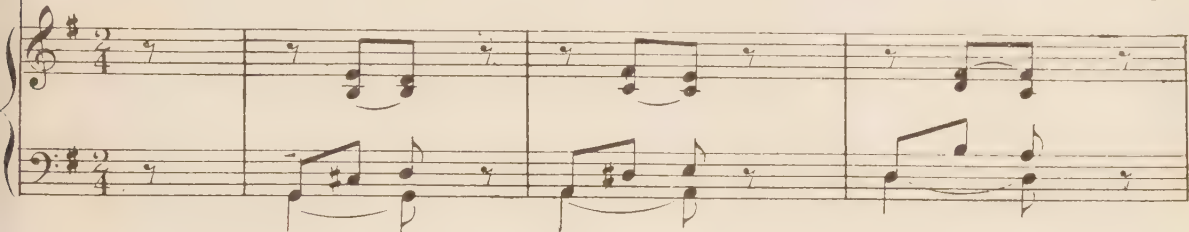
W. Otto Miessner

Composed for this Series

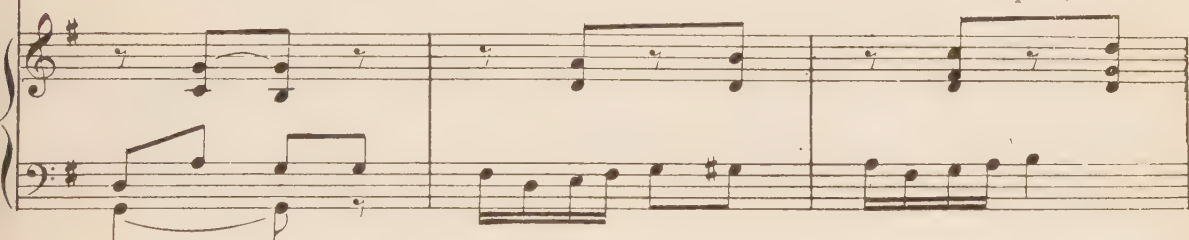
$\text{♩} = 72$



You're a rare old fellow, Chrys An - the - mum, With your hair gold yellow, Chrys



An - the - mum. Some wear it white and oth - ers pink, But



I like yours much more I think. You're a big old jolly Chrys An - the - mum; Oh,



say, tell me, pray, Where did you come from? _____



Windy Nights

Robert Louis Stevenson

Margaret Peddle Bodde

Allegretto ♩ = 80

p

1. When - ev - er the moon and stars are set, When - ev - er the wind is
 2. When - ev - er the trees are cry - ing a - loud, And ships are tossed at

p

high, _____ All night long, in the dark and wet, A
 sea, _____ By, on the high way, low and loud, _____

man goes ri - ding by. Late in the night when the fires are out,
 By at the gal - lop goes he. By at the gal - lop he goes, and then

f

Why does he gal - lop and gal - lop a - bout?
 By he comes back at the gal - lop a - gain.

p

pp

Rock-a-bye, Hush-a-bye, Little Papoose

Charles Myall

W. R. Cowles

Composed for this Series

Andante $\text{♩} = 132$

mf

1. Oh, rock - a - bye, hush - a - bye, lit - tle pa - poose, The
2. The pine trees are slum - ber - ing, lit - tle pa - poose, The
3. The roe - buck is dream - ing, my lit - tle pa - poose, His
4. Then hush - a - bye, rock - a - bye, lit - tle pa - poose, You

p

mf

stars have come in - to the sky; The whip - poor - will's cry - ing, the
squir - rel has gone to his nest; The rob - ins are sleep - ing, the
mate lies a - sleep at his side. The breez - es are pin - ing, the
sail on the riv - er of dreams; Dear Man - i - tou loves you and

day - light is dy - ing, The riv - er runs mur - mur - ing by.
moth - er bird's keep - ing The lit - tle ones warm with her breast.
moon - beams are shi - ning All o - ver the prai - rie so wide.
watch - es a - bove you Till time when the morn - ing light gleams.

Bedtime

E. H. T.

From *The Youth's Companion*

Osbourne McConathy

♩ = 76

Do you know why the snow is hurrying through the gar-den so?

The first system of music for 'Bedtime' is in 2/4 time, key of B-flat major. It features a vocal melody on a single staff and a piano accompaniment on a grand staff. The vocal line begins with a quarter rest, followed by a series of eighth and quarter notes. The piano accompaniment consists of a simple bass line in the left hand and chords in the right hand.

Do you know why the snow is hurrying through the gar - den

The second system continues the vocal melody and piano accompaniment. The vocal line has a quarter rest followed by eighth and quarter notes. The piano accompaniment maintains the same simple bass line and chordal structure.

so? Just to spread a nice soft bed 'Neath the

The third system concludes the vocal melody and piano accompaniment. The vocal line starts with a quarter rest, followed by eighth and quarter notes, ending with a half note. The piano accompaniment follows the same pattern.

sleepy lit - tle flow - er's heads; ——— Just to spread a

nice soft bed 'Neath the sleepy lit - tle flow - er's heads; To

cud - dle up the ba - by ferns And smooth the lil - ies' sheet, And

tuck a warm, white blan - ket down Around the ro - ses' feet.

Kris Kringle's Song

Alice C.D. Riley

Catharina van Rennes

$\text{♩} = 72$

1. Come, Dan - cer, Pran - cer,
 2. We stop be - side the
 3. Now fill the stock - ings

f *mf*

we - must go, - The roofs are white, with snow. — A - way, a - way with
 chim - ney wide, - The folks a - sleep in - side. — Heigh-O! Heigh-O! What
 all com - plete With toys and good - ies sweet. A - way, a - way! The

f

packs of toys For hap - py girls and boys! — Ho - la! Ho -
 dreams are these Of shi - ning Christ - mas trees! — Ho - la! Ho -
 chil - dren dear A - wait their Christ - mas cheer. — Ho - la! Ho -

f

1 & 2

la!
 la! For hap - py girls and boys! —
 Of shi - ning Christ - mas trees! —

3 *f*

la! We'll bring — them Christ - mas cheer! —

This musical score is for a song. It features a vocal line and a piano accompaniment. The vocal line starts with a treble clef, a key signature of one flat (B-flat), and a 3/4 time signature. It begins with a triplet of eighth notes (G4, A4, B4) marked with a '3' in a box. The melody continues with a quarter note (C5), an eighth note (D5), and a quarter note (E5), followed by a half note (F5) and a quarter note (G5). The piano accompaniment consists of a grand staff (treble and bass clefs). The right hand plays chords and single notes, while the left hand plays a steady eighth-note pattern. The lyrics 'la! We'll bring — them Christ - mas cheer! —' are written below the vocal line.

Eatings

Louise Ayres Garnett

Louise Ayres Garnett

$\text{♩} = 84$ *delicately*

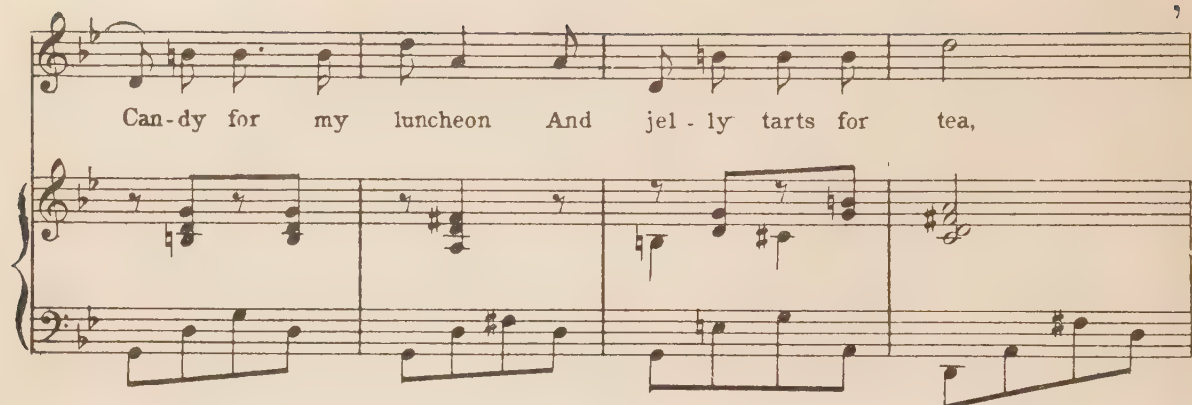
Cod - fish balls for luncheon, And prunes and milk for tea!

This musical score is for a song. It features a vocal line and a piano accompaniment. The vocal line starts with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. It begins with a quarter note (G4), a quarter note (A4), a quarter note (B4), and a quarter note (C5), followed by a quarter note (D5), a quarter note (E5), and a quarter note (F5). The piano accompaniment consists of a grand staff (treble and bass clefs). The right hand plays chords and single notes, while the left hand plays a steady eighth-note pattern. The lyrics 'Cod - fish balls for luncheon, And prunes and milk for tea!' are written below the vocal line. The tempo is marked as $\text{♩} = 84$ and the instruction 'delicately' is written above the final note of the vocal line.

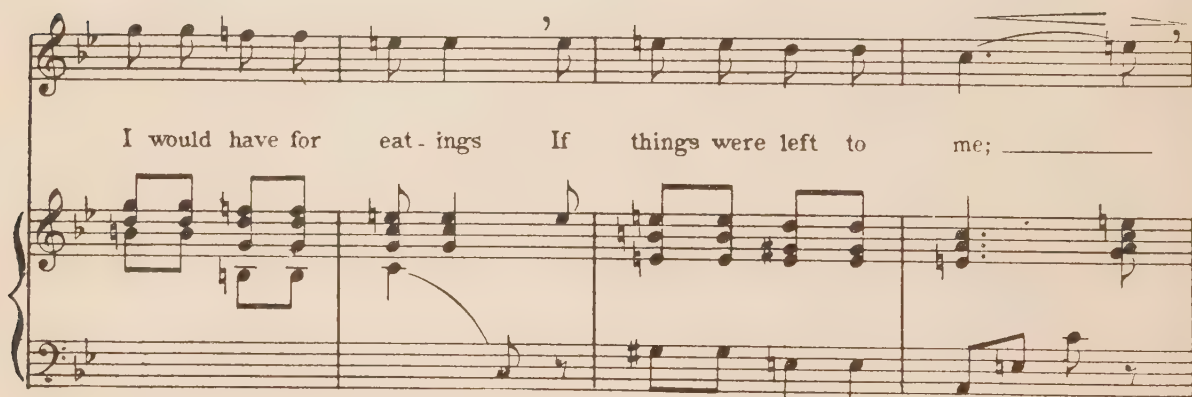
delicately

That's the kind. of eat - ings My par - ents give to me.

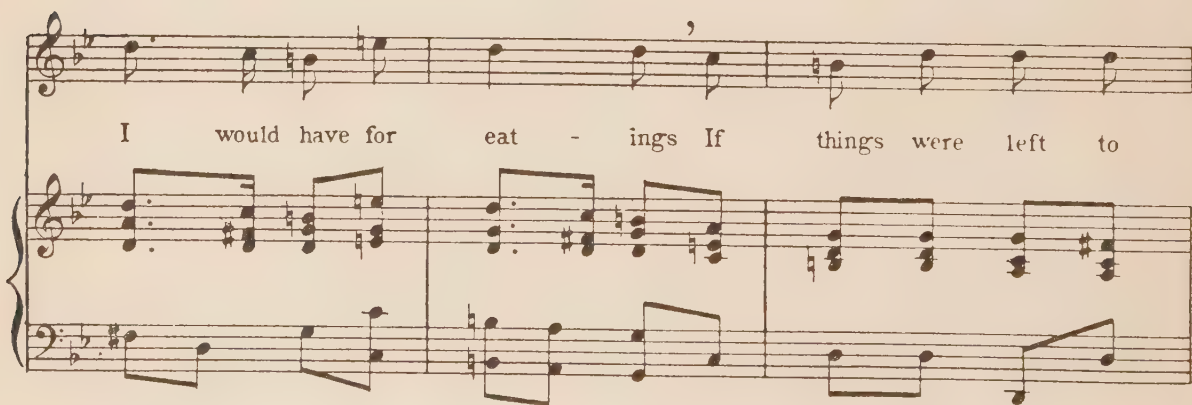
This musical score is for a song. It features a vocal line and a piano accompaniment. The vocal line starts with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. It begins with a quarter note (G4), a quarter note (A4), a quarter note (B4), and a quarter note (C5), followed by a quarter note (D5), a quarter note (E5), and a quarter note (F5). The piano accompaniment consists of a grand staff (treble and bass clefs). The right hand plays chords and single notes, while the left hand plays a steady eighth-note pattern. The lyrics 'That's the kind. of eat - ings My par - ents give to me.' are written below the vocal line. The instruction 'delicately' is written above the final note of the vocal line.



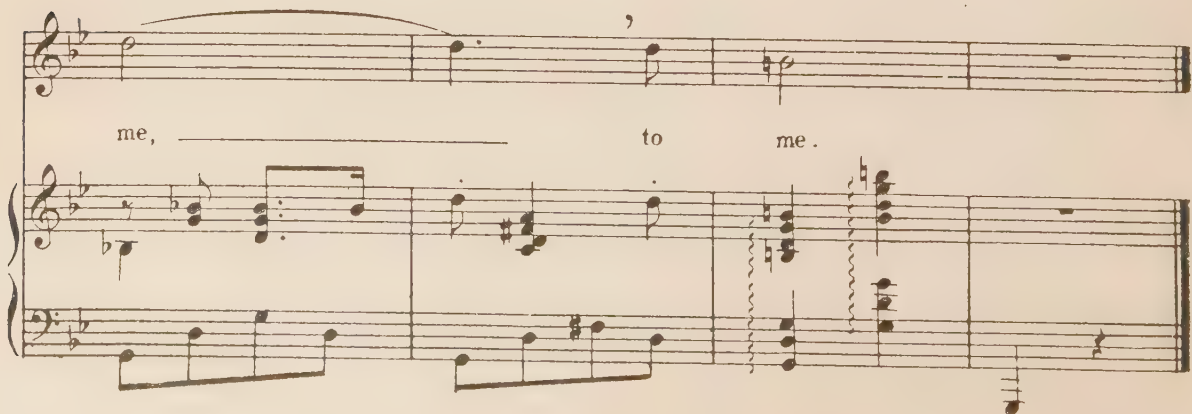
Can-dy for my luncheon And jel-ly tarts for tea,



I would have for eat-ings If things were left to me; _____



I would have for eat - ings If things were left to



me, _____ to me.

The Song of the Wind

Nina B. Hartford

Nina B. Hartford

♩ = 168

1. Oh, I am the North Wind! I live in the air; I
2. I tap at each win - dow and rat - tle the glass; The

sprin - kle my frost and my snow ev - 'ry - where; I
riv - ers I freeze with my breath as I pass; I

whis - tle and sing as I blow on my way,
kiss all the cheeks of the chil - dren at play,

This is my song on each cold win - ter day:
Pinch up their no ses, then blow on my way:

Oo Oo Oo Oo Oo - oo - oo!

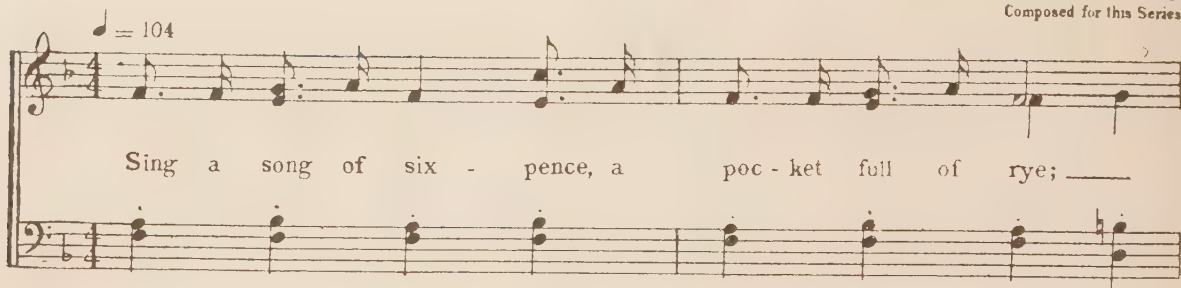
Sing a Song of Sixpence

Mother Goose

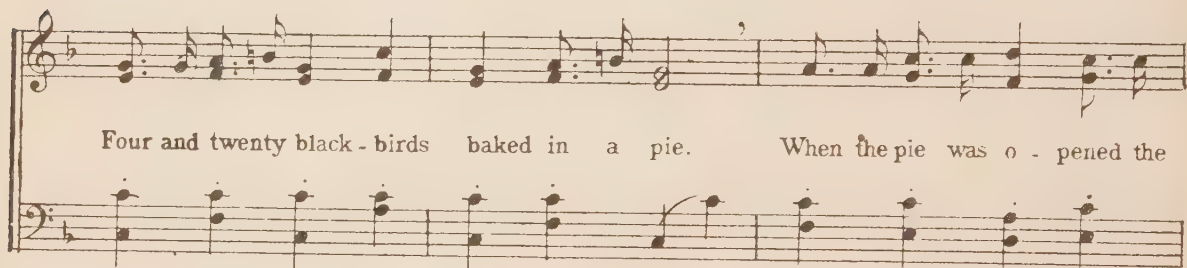
Arthur Whiting

Composed for this Series

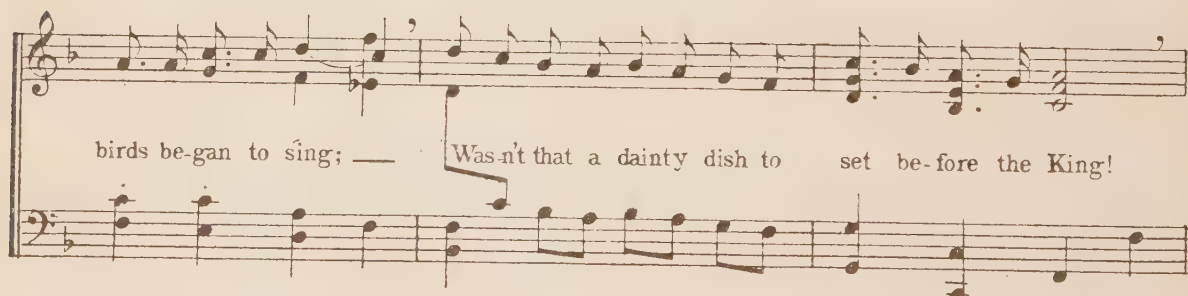
♩ = 104



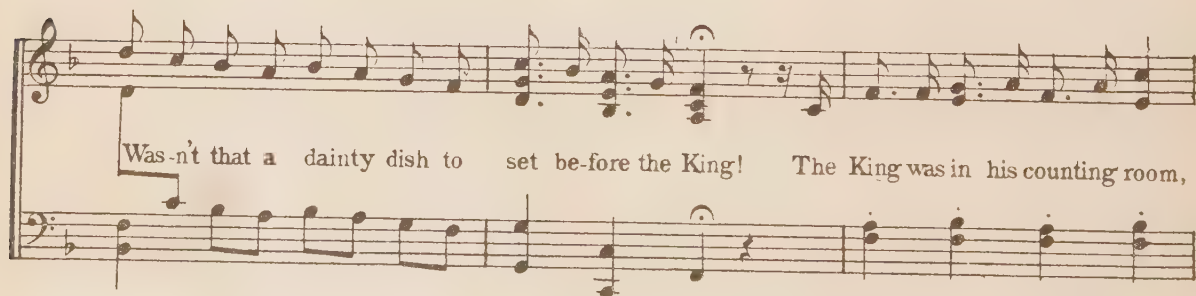
Sing a song of six - pence, a poc - ket full of rye; —



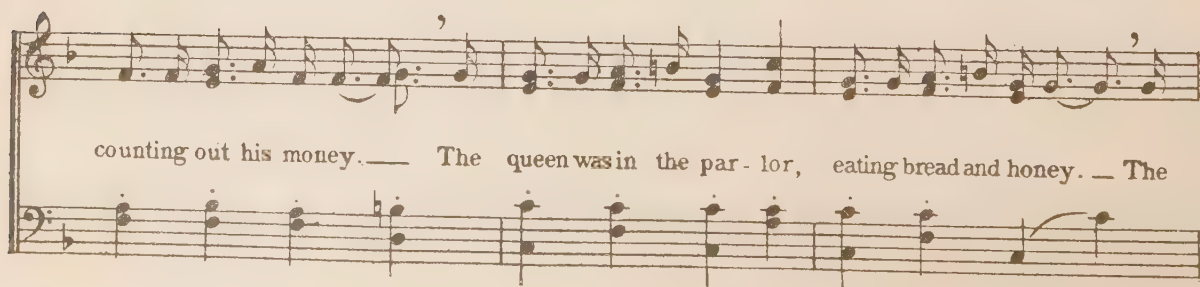
Four and twenty black - birds baked in a pie. When the pie was o - pened the



birds be-gan to sing; — Was'n't that a dainty dish to set be-fore the King!



Was'n't that a dainty dish to set be-fore the King! The King was in his counting room,



counting out his money. — The queen was in the par - lor, eating bread and honey. — The

maid was in the gar - den, hanging out the clothes;— A - long came a black - bird and

nipped off her nose, A - long came a black - bird and . nipped off her nose!

Icicles and Bicycles

Anna M. Pratt

Horatio Parker

Composed for this Series

Rather fast ♩ = 92

1. I - ci - cles and bi - cy - cles Make such a pret - ty rhyme, Though
 2. Bi - cy - cles and i - ci - cles, They're al - most mer - ry mates; The

p

one be - longs to win - ter days, And one to sum - mer time.
 boy who rides a wheel in June In Jan - u - a - ry skates.

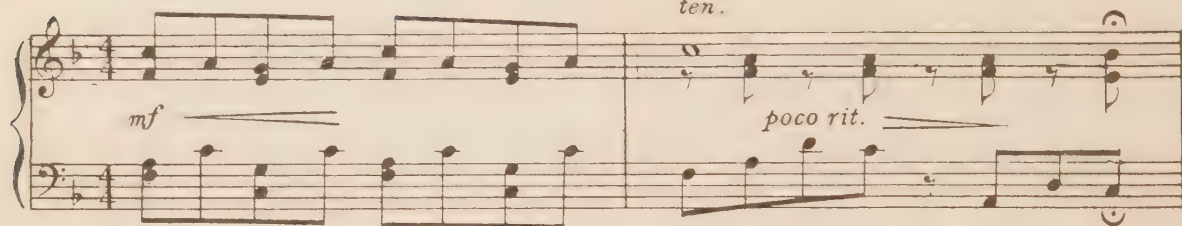
The Jolly Holly Farm

Louise Ayres Garnett

Louise Ayres Garnett

$\text{♩} = 92$

ten.

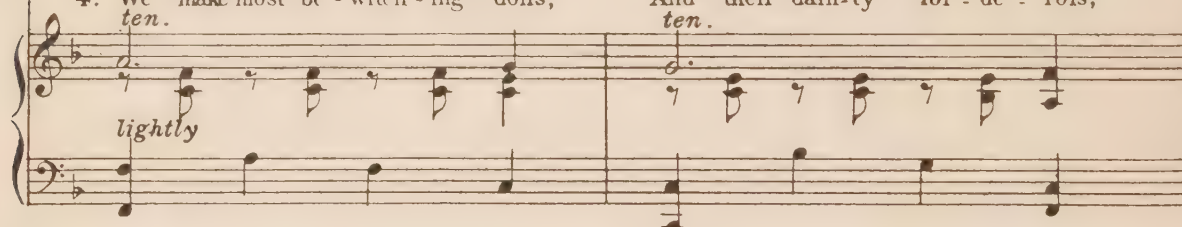


1. I've a Toy Farm where I raise.
2. On my farm the wool-ly sheep
3. Once a lit-tle pig got loose,
4. We make most be- witch - ing dolls,

Things to fill you with a - maze;
Graze by pa - per mountains steep,
Ran a - bout and chased a goose,
And their dain-ty fol - de - rols,

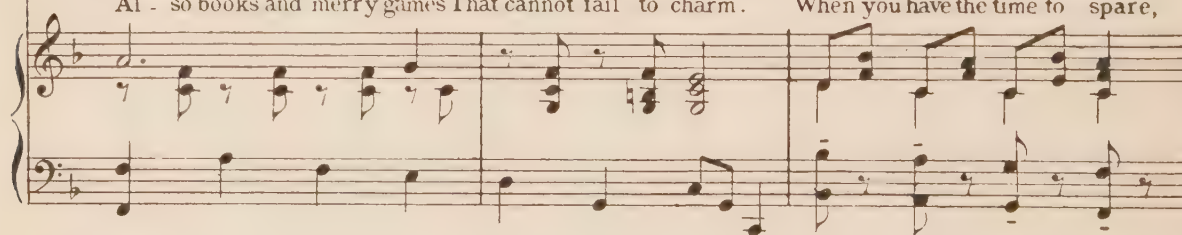
ten.

ten.



Plaster fruits and rubber hams And tarl'ton bags of sweets.
Guarded by a chi-na dog And waxen shepherdess.
Which made Mistress El - e - phan - tess Madly frisk her trunk.
Al - so books and merry games That cannot fail to charm.

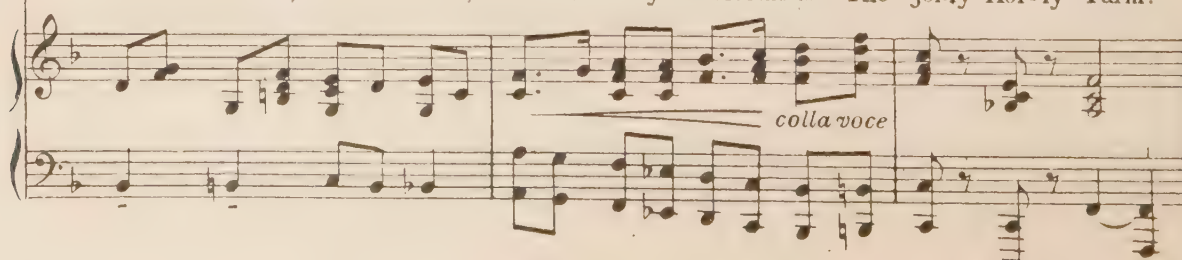
Can - dy canes and colored eggs,
Wooden deer stray in the park,
Pan - de - mo - ni - um en - sued!
When you have the time to spare,



Su - gar cows with choc - late legs,
Meeting from the No - ah's Ark
Li - ons fought and kittens mewed!
Come and see us, we'll be there;

And the most de - li - cious things That a - ny - bo - dy eats.
All the kinds of an - i - mals, - A thousand, more or less.
And the most engaged of all Was ac - ro - ba - tic monk.
Glad to bid you welcome to The Jol - ly Hol - ly Farm.

colla voce



Winter Jewels

167

Mrs. M. I. Butts

Mildred J. Hill

Composed for this Series

 $\text{♩} = 80$

A mil-lion lit-tle diamonds Were twinkling on the trees, And

all the lit-tle maidens said, "A jew-el, if you please!" But

while they held their hands out-stretched To catch the diamonds gay, A

mil-lion lit-tle sun-beams came And stole them all a-way!

If

Lee Burns

Horatio Parker

Composed for this Series

Lightly ♩ = 84

1. If all the lit - tle girls were boys How should we get a long? For
 2. If all the lit - tle boys were girls What - ev - er should we do? Where

who would put the dolls to bed And sing their sleep-y song? Then
 should we get our sail - ors bold To fight the pi - rate crew? Then

who would play at keep-ing house And use the play-house toys? Tell
 who would wade a - cross the brook Down where the mill wheel whirls? Tell

me, how should we get a - long If all the girls were boys?
 me, what - ev - er should we do If all the boys were girls?

The Goblin

Florence C. Fox

Bessie M. Whiteley

Composed for this Series

Misterioso ♩ = 76

A gob - lin in the corner Was watching me at play. I

mp

saw him grin and wag his chin - I saw him grin! I

accel.

, a tempo

saw him grin and wag his chin, And then I ran a - way. I

accel.

a tempo

saw him grin and wag his chin, And then I ran a - way.

dim.

pp

The Umbrella Man

Bertha Remick

Bertha Remick

Composed for this Series

Allegretto ♩ = 76

When the sun is shi-ning

The first system of the musical score for 'The Umbrella Man'. It features a vocal line and a piano accompaniment. The vocal line begins with a whole note rest, followed by the lyrics 'When the sun is shi-ning'. The piano accompaniment starts with a half note chord, followed by a series of eighth and sixteenth notes. Dynamic markings include *mf* (mezzo-forte) and *p* (piano).

bright and warm, What makes us think of rain? The

The second system of the musical score. The vocal line continues with the lyrics 'bright and warm, What makes us think of rain? The'. The piano accompaniment features a series of eighth and sixteenth notes, with a crescendo leading into the final measure. Dynamic markings include *mf* and *p*.

old um - brel - la man, of course! To - day he's come a -

The third system of the musical score. The vocal line continues with the lyrics 'old um - brel - la man, of course! To - day he's come a -'. The piano accompaniment features a series of eighth and sixteenth notes, with a crescendo leading into the final measure. Dynamic markings include *mf* and *p*.

gain. He mends a rib and sews a tear, And

makes them look so neat, Then to the neigh - bor's

house he goes, — I hear him down the street: "Um -

brel - las to men-n-n-d! Um - brel - las to men-n-n-d!"

Miss Rainy Day

Gloomily $\text{♩} = 72$

Miss Rain - y Day has come a - gain. Tap,

tap, tap, tap - ping on the win - dow - pane. Come,

Sun - ny Smile, with greeting gay, And help her spend a hap - py,

hap - py day, a hap - py day.

The Windflower

Laura E. Richards

Harvey B. Gaul

Composed for this Series

Allegro giocoso $\text{♩} = 104$

Wind-flow'r, wind-flow'r, Dance, dance with me, This way, that way, Un - der the tree.

Lift up your toe, dear, Point it — so, dear, Whirl a-bout, twirl a-bout, Frolic and free.

Wind-flow'r, wind-flow'r, Dance, dance with me, This way, that way, Un - der the

tree, Dance with me.

The Scissors Grinder

Bertha Remick

Bertha Remick

Composed for this Series

Andante $\text{♩} = 66$

f

Ding dong! Ding dong!

pp *cresc.* *mf*

What's that bell we hear?— Ding dong! Ding dong! Ring-ing loud and

mf

clear?— That's the scis - sors - grind - er - man, Coming down the road,—

mf

poco rit.

With his grind-stone on his back; What a hea - vy load!

poco rit.

*a tempo**mf*

See him grind my dull old knife, While his wheel goes whirr-r-r-r!

*a tempo**mf*

Till he makes it sharp and bright; Watch and nev-er stir.

*poco rit.**a tempo**poco rit.**a tempo**f* mf

Ding dong! Ding dong! Ring-ing far a-way,—

p pp *mf*

Ding dong! Ding dong! Come an-oth-er day!

*p**pp**mf**p**rit.**ppp*

Little Robin Redbreast

W. Otto Miessner

Composed for this Series

In sprightly manner ♩ = 132

The first system of the musical score is in 4/4 time with a key signature of one sharp (F#). It consists of a vocal line and a piano accompaniment. The vocal line begins with a whole rest, followed by a half note G4, a quarter note A4, and a quarter note B4. The piano accompaniment features a treble and bass staff. The treble staff has a series of eighth-note triplets (G4, A4, B4) and a half note C5. The bass staff has a half note G3 and a half note F#3. The lyrics 'Lit-tle Rob-in Red-breast' are written below the vocal line.

The second system continues the melody. The vocal line has a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The piano accompaniment continues with eighth-note triplets and chords. The lyrics 'Sat up-on a tree. Up went Pus-sy Cat, And down went he.' are written below the vocal line.

The third system continues the melody. The vocal line has a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The piano accompaniment continues with eighth-note triplets and chords. The lyrics 'Down went Pus-sy Cat, A-way Robin ran; Says lit-tle Rob-in Red-breast,' are written below the vocal line.

The fourth system concludes the piece. The vocal line has a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The piano accompaniment continues with eighth-note triplets and chords. The lyrics '“Catch me if you can.”' are written below the vocal line.

Lit-tle Robin Red breast Hopped up-on a spade, Puss jumped af-ter him, And

then he was a fraid Little Robin chirped and sang, And

what did Pus-sy say? Pus-sy Cat said, "Mew Mew," And

r.h. l.h. r.h. l.h.

Rob-in flew a-way.

The Naughty Tulip

Horatio Parker

Composed for this Series

Fast ♩ = 126

1. "I wish I were a vi - o - let," the naughty Tu - lip said. "I
 2. She hung her lit - tle head and sulked and shook in sil - ly grief; She
 3. Just then, as she was whim - per - ing, a breeze came passing by; He

p

want to wear a pret - ty pur - ple hat up - on my head. I'm
 sought to hide her love - ly hat be - hind a pointed leaf; And
 heard the Tu - lip scolding with her pret - ty hat a - wry. So

f

ti - red of the ug - ly one I al - ways have to wear; I
 when the kin - dly pleas - ant Sun beamed down on her and smiled, She
 then to pun - ish her he blew, and whisked the hat a - way; And

p

nev - er chose a yel - low hat! O dear, it is - n't fair!"
 pou - ted and she flou - ted him, the naugh - ty Tu - lip child!
 now she stands and shiv - ers there, bare - head - ed all the day!

Faster

Mother Goose

The Cats of Kilkenny

W. Otto Miessner

Composed for this Series

♩ = 72

There once were two cats of Kil - ken-ny. — Each thought there was one cat too

many. — So they fought and they fit, they scratched and they bit, Till, ex -

cep - ting their nails and the tips of their tails, In - stead of two cats of Kil - ken-ny, — There

were not a - ny. —

Ped * Ped * Ped * Ped * Ped * Ped *

Daisy Nurses

Kate Louise Brown

Florence Newell Barbor

Composed for this Series

With swaying motion ♩ = 152

1. The dai - sies white are nurs - 'ry maids, With
 2. The dai - sies love the gol - den sun, That

mf

frills up - on their caps; And
 lights the clear June sky. He

p

dai - sy buds are lit - tle babes They
 gaz - es kin - dly down at them And

tend up - on their laps. Sing
 winks his jol - ly eye; While

mf

"Heigh - ho," while the wind sweeps low, The
soft and slow, all in a row, All

wind sweeps low, the wind sweeps low; Sing
in a row, all in a row, While

"Heigh - ho," while the wind sweeps low; — Both
soft and slow, all in a row, — Both

nurs - es and ba - bies are nod - ding, — just so!
nurs - es and ba - bies are nod - ding, — just so!

The Ragman

Bertha Remick

Bertha Remick

Composed for this Series

Allegretto ♩ = 160

mf

mf

1. In a

fun - ny old cart Rides a fun - ny old man, Who has
some say he's rich, And — some say he's poor, And —

fun - ny old blink - ing eyes. We
some say he's ve - ry wise. But

give him old clothes And he gives us tin pans, And
I think at least He is kind — and good, For he

as he drives on — he cries: “Old rags and
smiles at me when — he cries: “Old rags and

bot - tles! — Old rags and bot - tles!’ —

1 *mf* 2
2. Now

Little Miss Tulip

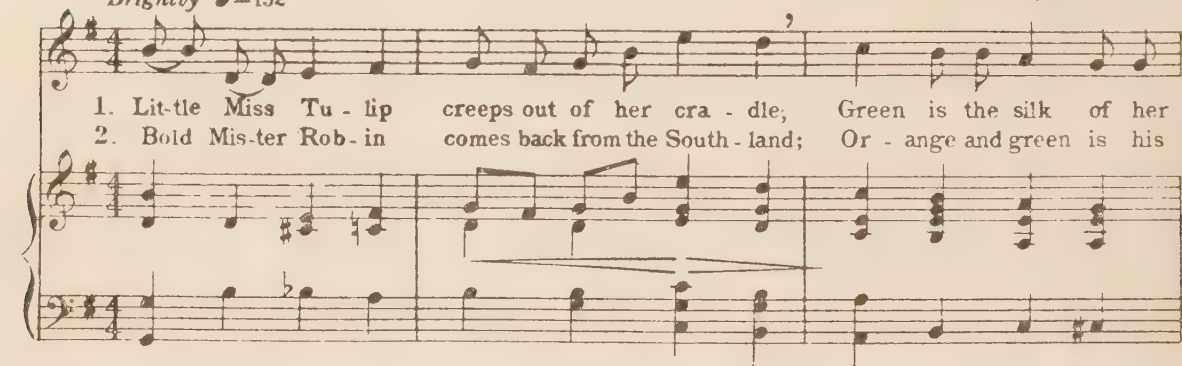
A Spring Love Song

Carolyn S. Bailey

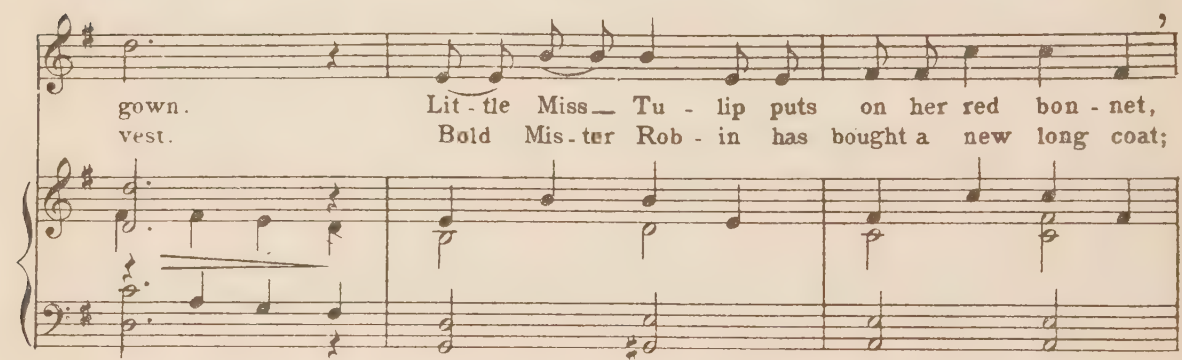
Jessie L. Gaynor

Brightly ♩ = 152

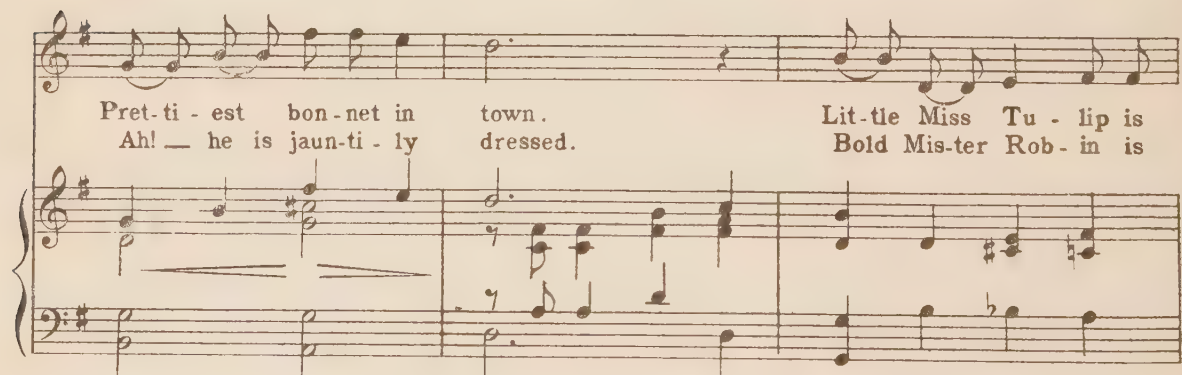
Composed for this Series



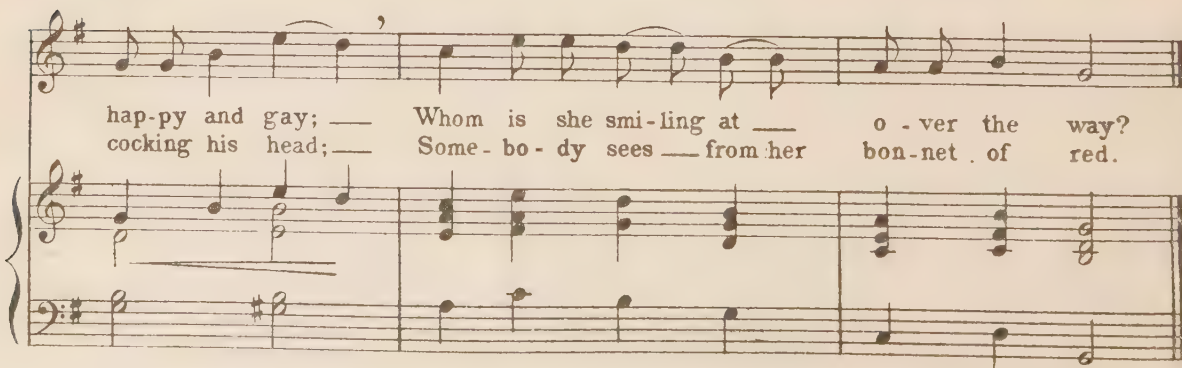
1. Lit-tle Miss Tu - lip creeps out of her cra - die; Green is the silk of her
2. Bold Mis-ter Rob - in comes back from the South - land; Or - ange and green is his



gown.
vest. Lit - tle Miss - Tu - lip puts on her red bon - net,
Bold Mis - ter Rob - in has bought a new long coat;



Pret - ti - est bon - net in town. Lit - tle Miss Tu - lip is
Ah! — he is jaun - ti - ly dressed. Bold Mis - ter Rob - in is



hap - py and gay; — Whom is she smi - ling at — o - ver the way?
cocking his head; — Some - bo - dy sees — from her bon - net of red.

The Happy Bee

Nina B. Hartford

Nina B. Hartford

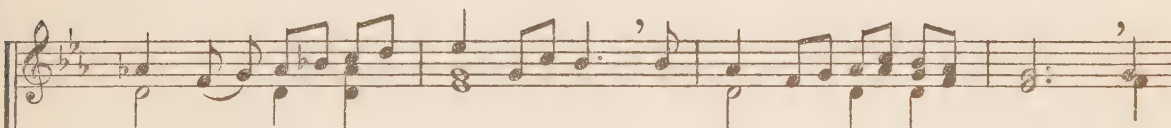
$\text{♩} = 120$



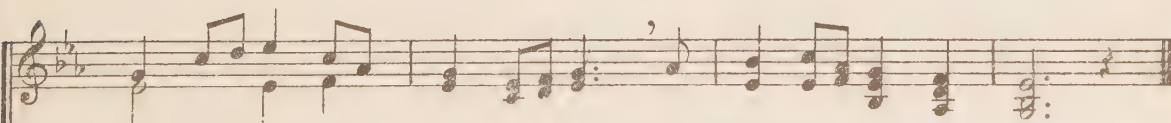
1. "Poor lit-tle Bee," said a But-ter-fly, "You work so hard all day;
2. "Dear But-ter-fly, you are ve-ry wrong," The bu-sy Bee re-plied.



You have no pret-ty yel-low wings, And nev-er stop to play.
"I love the sun, I love the flow'rs, I love my work be-side.



I would not be a Hon-ey Bee, And have no time for fun; I'm
Tho' I have no shi-ning wings, I'm hap-py all day long; I



glad I have no hard-er work Than danc-ing in the sun."
love to gath-er hon-ey sweet, And sing my buzz-ing song."





PART FIVE

ACCOMPANIMENTS FOR SONGS IN BOOK ONE

Good Morning

(Book One, page 5)

Abbie Farwell Brown

Ernst Richter

Brightly ♩ = 160

1. Good morn - ing to you! Good morn - ing to you! We're
2. Good morn - ing to you! Good morn - ing to you! What -

The first system of musical notation for 'Good Morning'. It features a treble and bass staff in 3/4 time, key of B-flat major. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the treble staff.

all in our plac - es With sun - shi - ny fac - es; Oh,
ev - er the weath - er We'll make it to - geth - er, In

The second system of musical notation. It continues the melody and accompaniment from the first system. The lyrics are written below the treble staff.

this is the way To start a new day!
work and in play, A beau - ti - ful day!

The third system of musical notation, concluding the piece. It features a final cadence in the treble staff and a sustained bass line in the bass staff. The lyrics are written below the treble staff.

Fido and His Master

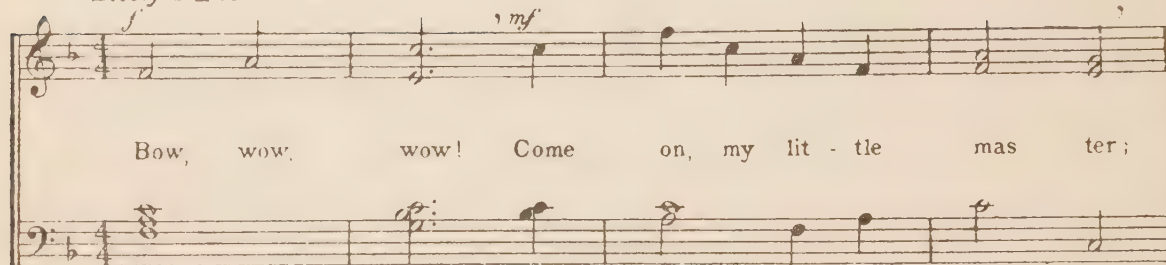
Anna G. Whitmore

(Book One, p. 7)

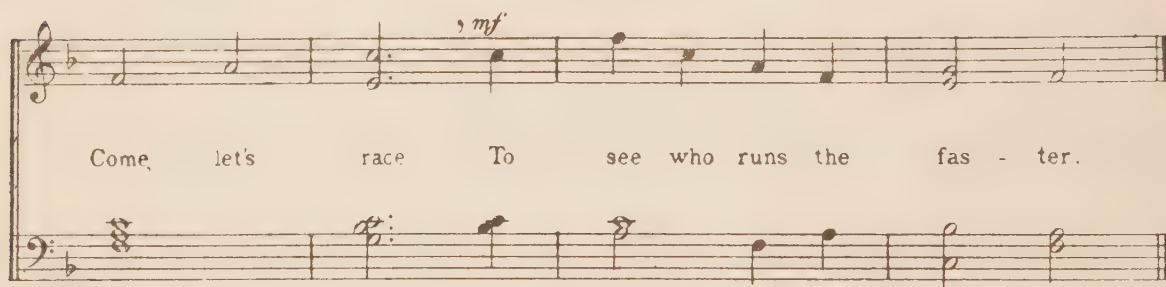
Edward B. Birge

Lively $\text{♩} = 96$

Composed for this Series



Bow, wow, wow! Come on, my lit - tle mas ter;



Come, let's race To see who runs the fas - ter.

A Good-by Song

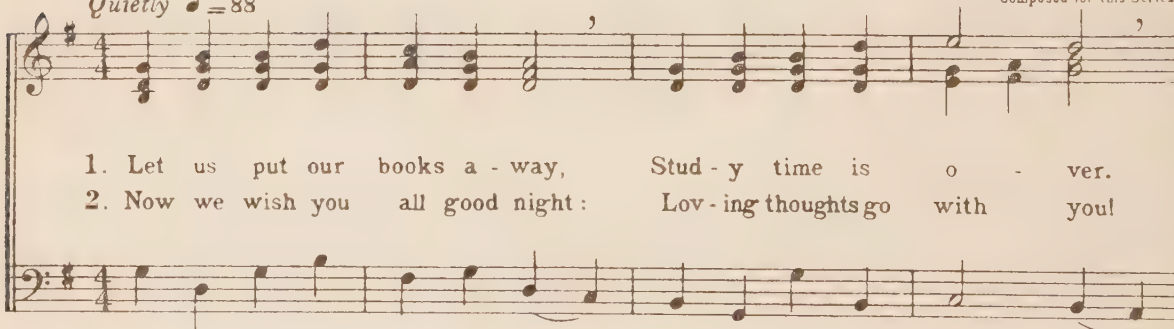
(Book One, p. 6)

Ann Underhill

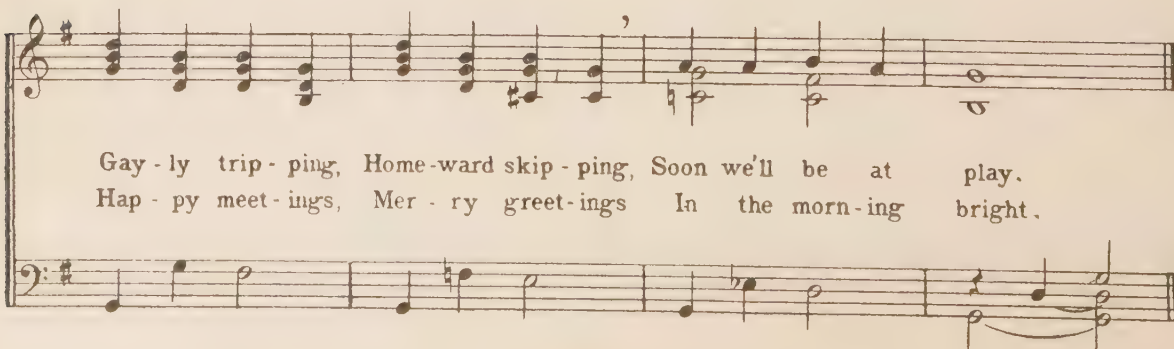
W. Otto Miessner

Quietly $\text{♩} = 88$

Composed for this Series



1. Let us put our books a - way, Stud - y time is o - ver.
2. Now we wish you all good night: Lov - ing thoughts go with you!



Gay - ly trip - ping, Home - ward skip - ping, Soon we'll be at play.
Hap - py meet - ings, Mer - ry greet - ings In the morn - ing bright.

Polly's Bonnet

From the French

(Book One, p. 7)

French Folk Song

Brightly $\text{♩} = 96$

1. Have you seen Pol - ly's bon - net, Pol - ly's bon net?
2. It is gay with a bit of feath - er on it;

Have you seen Pol - ly's bon - net? It is new.
It is gay with a bow of rib - bon blue.

Bubbles

Clinton Scollard

(Book One, p. 9)

Alfred G. Wathall

Ben moderato $\text{♩} = 88$

Composed for this Series

Ev - 'ry time I bub - bles blow, Rain - bows form and gleam and glow;
mf *simile*

When you see them high in air, Some one's blow - ing bub - bles there!
ritard *ritard*

The Postman

(Book One, p 8)

Abbie Farwell Brown

Folk Song

$\text{♩} = 184$

1. Post - man! Post - man! Why is he late a - gain?
 2. Post - man! Post - man! Have I a let - ter, Sir?

Post - man! Post - man! Where can he be?
 Post - man! Post - man! Hur - ry and see!

Here he comes hur - ry - ing, Here he comes scur - ry - ing.
 Why are you lin - ger - ing? What are you fin - ger - ing?

Lis - ten! Lis - ten! Yes, it is he!
 Yes, Sir! Yes, Sir! That is for me!

Cherries

(Book One, p.10)

W. Otto Miessner

Composed for this Series

Cheerily

$\bullet = 168$

1. "Cher - ries are ripe! Cher - ries are ripe!" The
2. Cher - ries are ripe, Cher - ries are ripe, They're

rob - ins sang one day.
soft and red and sweet.

"Cher - ries are ripe! Cher - ries are ripe!" The
Cher - ries are ripe, Cher - ries are ripe, And

boys and girls all say.
we shall have a treat.

Twinkling Fireflies

(Book One, p. 11)

Anna M. Pratt

Alfred G. Wathall

Composed for this Series

Allegretto ♩ = 120

The first system of the musical score. The vocal line is in 3/4 time, starting with a mezzo-forte (mf) dynamic. The piano accompaniment is in 4/4 time, featuring a melody in the left hand and chords in the right hand. The tempo is marked Allegretto with a quarter note equal to 120 beats per minute.

Fire - flies shi - ning in the night, Twin - kling

The second system of the musical score. The vocal line continues with the lyrics 'like the stars so bright; Here and there,'. The piano accompaniment includes markings for 'grazioso' and 'poco marc.'.

like the stars so bright; Here and there,

The third system of the musical score. The vocal line concludes with the lyrics 'In the air, Oh, you are a pret - ty sight!'. The piano accompaniment includes markings for 'poco rit.' and 'dim.'.

In the air, Oh, you are a pret - ty sight!

Ring a Ring o' Roses

(Book One, p. 12)

Old English Game

Lively ♩ = 104

Ring - a - ring o' ro - ses, A pocket full of po - sies, One, two, three, four, We'll all tumble down.

The musical score for 'Ring a Ring o' Roses' is written in 2/4 time with a key signature of one sharp (F#). It features a single melodic line on a treble clef staff. The melody is lively, with a tempo marking of ♩ = 104. The lyrics are written below the staff, and the music ends with a double bar line.

Little Brook

(Book One, p. 12)

Kate Forman

Folk Song

♩ = 132

1. Lit - tle brook, how you race; How you
2. Lit - tle brook, clear and bright, I can

scam - per and chase; Throw - ing spark - lets of
hear you at night Sing - ing songs, sweet and

spray, And laugh - ing all day.
low, As on - ward you flow.

The musical score for 'Little Brook' is written in 3/4 time with a key signature of three sharps (F#, C#, G#). It features a single melodic line on a treble clef staff. The tempo is marked as ♩ = 132. The lyrics are written below the staff, and the music ends with a double bar line.

A Little Lady

(Book One, p. 13)

Pauline Frances Camp

Edward B. Birge

Composed for this Series

$\text{♩} = 116$

My dol-ly is a la - dy, She al-ways is po - lite; When

oth - er folks are quar - rel - ing, She keeps her lips shut tight. She

nev - er speaks un - kind - ly, Or cries to have her way; My

dol - ly is a la - dy, And pleas - ant all the day.

The Parade

Alice C. D. Riley

(Book One, p. 14)

French Folk Song

In march time ♩ = 96

Rat - a - plan, sol - dier man! Bands a - play - ing, Trum - pets bray - ing,
See them go, march - ing so! Wav - ing ban - ner, Gal - lant man - ner,

Tum - te - tum, hear the drum! See the march - ing col - umn come!
Rat - a - plan! If I can, I shall be a sol - dier man.

Rrrrum - te - um - a - tum - er! Rolls the jol - ly drum - mer.

The Holiday

(Book One, p. 15)

Old English Game

Brightly ♩ = 160

1. What shall we do when we all go out, All go out, all go out?
2. We will take our— skipping ropes, Skipping ropes, skipping ropes,
3. We will take our— fish - ing rods, Fish - ing rods, fish - ing rods,
4. We will take our— rol - ler skates, Rol - ler skates, rol - ler skates,
5. We will take our— bi - cy - cles, Bi - cy - cles, bi - cy - cles,

What shall we do when we all go out, On our hol - i - day?
We will— take our— skipping ropes, On our hol - i - day.
We will— take our— fish - ing rods, On our hol - i - day.
We will— take our— rol - ler skates, On our hol - i - day.
We will— take our— bi - cy - cles, On our hol - i - day.

Whippoorwill

Clinton Scollard

(Book One, p. 16)

Marshall Bartholomew

Composed for this Series

♩ = 132

There's a cry be - hind the hill, "Whip-poor-will! Whip-poor-will!"

The first system of musical notation for the song 'Whippoorwill'. It features a vocal line on a single staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature has two flats (B-flat and E-flat), and the time signature is 4/4. The tempo is marked as quarter note = 132. The lyrics are: 'There's a cry be - hind the hill, "Whip-poor-will! Whip-poor-will!"'. The piano part consists of chords and single notes in the right and left hands.

There's a cry be - hind the hill, "Whip-poor-will! Whip-poor-will!"

The second system of musical notation, continuing the first system. It maintains the same vocal and piano parts. The lyrics are: 'There's a cry be - hind the hill, "Whip-poor-will! Whip-poor-will!"'. The piano accompaniment continues with similar harmonic support.

Why whip lit - tle Wil - lie so? That is what I'd like to know!

The third system of musical notation. The vocal line continues with the lyrics: 'Why whip lit - tle Wil - lie so? That is what I'd like to know!'. The piano accompaniment provides a steady harmonic background.

"Whip-poor-will! Whip-poor-will! Whip - poor - will!"

The fourth system of musical notation, concluding the piece. The vocal line repeats the phrase: '"Whip-poor-will! Whip-poor-will! Whip - poor - will!"'. The piano accompaniment ends with sustained chords in the right hand and single notes in the left hand.

Dolly's Lullaby

Virginia Baker

(Book One, p. 17)

French Folk Song

Quietly ♩ = 88

1. By - lo, Dol - ly dear, Go to sleep and do not fear;
By - lo, in their nest Ba - by birds are now at rest.

2. By - lo, do not cry, While I sing your lul - la - by;
By - lo, watch I'll keep, Sleep, my dar - ling Dol - ly, sleep,

The Song Sparrow's Toilet

H. H. Bennett

(Book One, p. 19)

Horatio Parker

Composed for this Series

Fast ♩ = 104

1. A splash in - to a sil - ver brook; A
2. A lit - tle shake, a lit - tle tweak, To

dain - ty lit - tle dip - ping; A dart in - to a
stir up ev - 'ry feath - er; A pret - ty preen - ing

qui - et nook, With all his feath - ers drip - ping.
with his beak To lay them all to geth - er.

Lady Bug

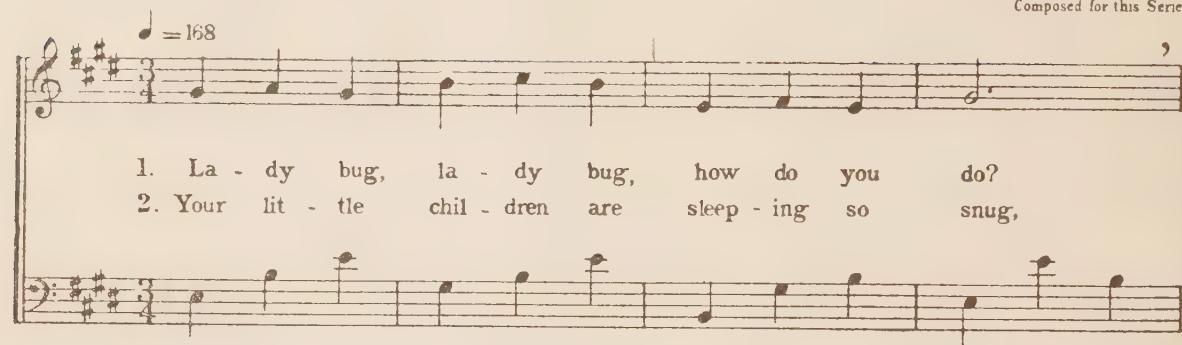
(Book One, p 18)

Wilhelmina Seegmiller

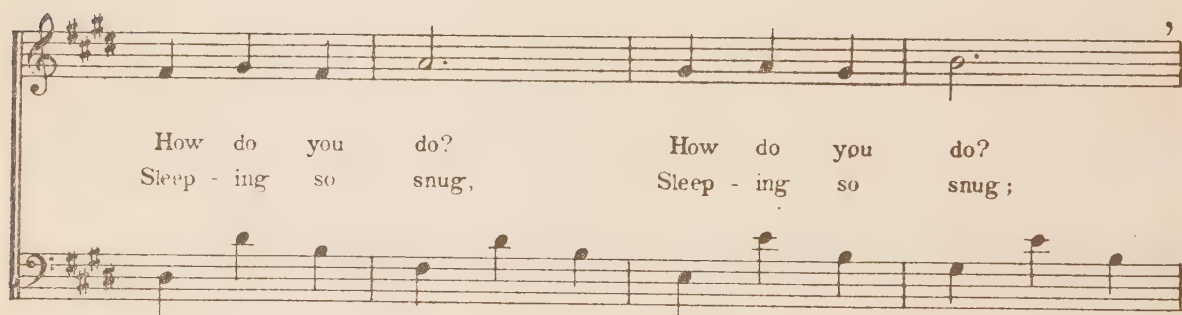
W. Otto Miessner

Composed for this Series

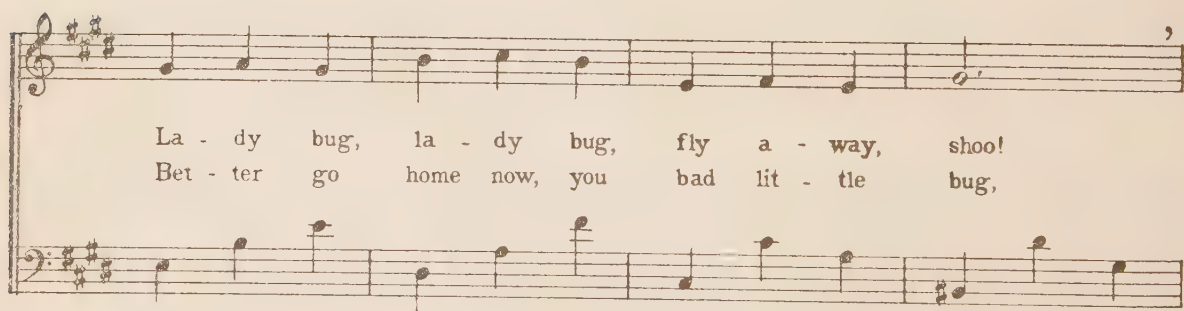
$\text{♩} = 168$



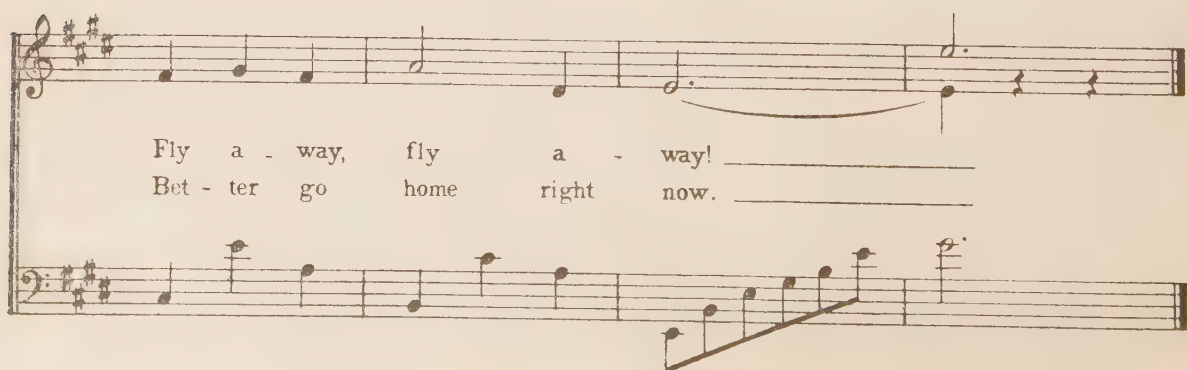
1. La - dy bug, la - dy bug, how do you do?
2. Your lit - tle chil - dren are sleep - ing so snug,



How do you do? Sleep - ing so snug, How do you do? Sleep - ing so snug;



La - dy bug, la - dy bug, fly a - way, shoo!
Bet - ter go home now, you bad lit - tle bug,



Fly a - way, fly a - way!
Bet - ter go home right now.

The Gypsy Peddler

Nellie Poorman

(Book One, p. 20)

French Folk Song

Brightly ♩. = 96

1. Gyp - sy ped - dler, tell me, pray, What do you car - ry a - round in your bas - ket?
 2. Gyp - sy ped - dler, tell me, do, What I can buy of your goods for a pen - ny.

Pret - ty wares to sell to - day, Rib - boms and lac - es and handkerchiefs gay.
 Some - thing dain - ty, something new, Bright colored beads or a rib - bon of blue.

The Mulberry Bush

(Book One, p. 21)

Old English Game

♩. = 104

1. Here we go round the Mul - berry Bush, The Mul - berry Bush, The Mul - berry Bush;
 2. This is the way we clap our hands, We clap our hands, We clap our hands;

Here we go round the Mul - berry Bush, So ear - ly in the morn - ing.
 This is the way we clap our hands, So ear - ly in the morn - ing.

3. This is the way we wash our hands, etc
4. This is the way we brush our hair,
5. This is the way we tie our shoes,
6. This is the way we run away.

A Surprise

(Book One, p. 24)

Harriet Fairchild Blodgett

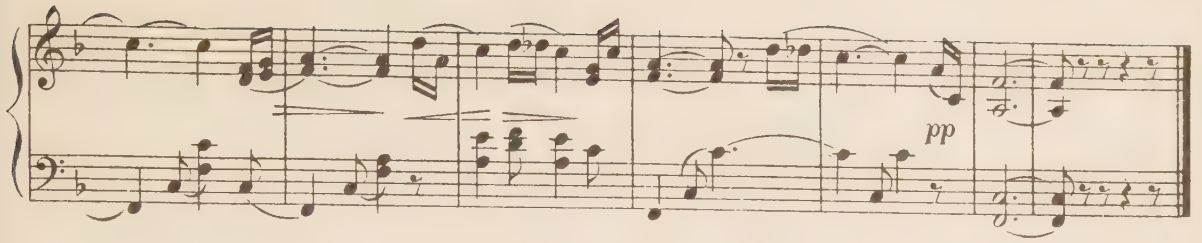
Friedrich Hegar

Composed for this Series

Tranquillo $\text{♩} = 60$

1. A lit - tle drop of rain fell down From cloud-land, far and steep, — Up -
 2. And when he wak-ened up a-gain, Now what was his sur - prise — To

on the mea - dow's gras - sy nest, And there he fell a - sleep.
 find he was a vi - o - let With dew - drops in his eyes!



Soldier Boys

(Book One, p. 22)

May Morgan

Osbourne McConathy

Composed for this Series

$\text{♩} = 126$

1. Hear the sound of fife and drum, Rub - a - dub, rub - a - dub, rub - a - dub, dub.
 2. For - ward, chil - dren, fall in line, Rub - a - dub, rub - a - dub, rub - a - dub, dub.

 The first two lines of the song. Each line has a vocal melody in the treble clef and a piano accompaniment in the bass clef. The time signature is 6/8. The key signature has one sharp (F#).

Down the street the sol - diers come, Rub - a - dub, rub - a - dub, dub.
 Keep the step; oh, this is fine! Rub - a - dub, rub - a - dub, dub.

 The next two lines of the song. Each line has a vocal melody in the treble clef and a piano accompaniment in the bass clef. The time signature is 6/8. The key signature has one sharp (F#).

Loud and clear their bu - gles cry, See, their ban - ner is floa - ting high,
 Hear the sound of march - ing feet, Tram - ping mer - ri - ly down the street,

 The next two lines of the song. Each line has a vocal melody in the treble clef and a piano accompaniment in the bass clef. The time signature is 6/8. The key signature has one sharp (F#).

Cheer them on, they're pass - ing by, Rub - a - dub, rub - a - dub, dub.
 While the gal - lant drummers beat, Rub - a - dub, rub - a - dub, dub.

 The final two lines of the song. Each line has a vocal melody in the treble clef and a piano accompaniment in the bass clef. The time signature is 6/8. The key signature has one sharp (F#).

Upon a Morning Sunny

(Book One, p.25)

Clinton Scollard

Marshall Bartholomew

Composed for this Series

Brightly ♩ = 92

Up - on a morn - ing sun - ny, Thus said a big brown

The first system of the musical score is in 2/4 time with a key signature of one sharp (F#). It features a vocal melody on a single staff and a piano accompaniment on a grand staff (treble and bass clefs). The tempo is marked 'Brightly' with a quarter note equal to 92 beats per minute. The lyrics 'Up - on a morn - ing sun - ny, Thus said a big brown' are written below the vocal staff.

bee, "I'll show you isles of hon - ey, If you'll just come with

The second system continues the melody and accompaniment. The lyrics 'bee, "I'll show you isles of hon - ey, If you'll just come with' are written below the vocal staff.

me! Buzz, buzz, With me; Buzz, buzz, With me!"

The third system concludes the piece. The lyrics 'me! Buzz, buzz, With me; Buzz, buzz, With me!" are written below the vocal staff. The piano accompaniment ends with a final chord in the bass clef.

Betty and Billy

May Morgan

(Book One, p. 26)

J. B. T. Weckerlin

Allegretto moderato $\text{♩} = 96$ *mf*

1. When Bet-ty's heart is hap - py, The whole day long her
2. When Bil-ly's heart is hap - py, You hear him whistling

ea-ger feet Are skipping through the gar - den Or danc-ing down the street; — And
all the while, And ev - 'ry time you meet him He greets you with a smile. — You

ev - 'ry-where she goes — She's trip-ping on her toes; — When
know when he is gay, — Be - cause, at work or play, — When

Bet - ty's heart is hap - py Then ev - 'ry - bo - dy knows. —
Bil - ly's heart is hap - py He's whistling all the day. —

The Skipping Rope

(Book One, p. 27)

Florence C. Fox

Folk Song

$\text{♩} = 104$

One, two, three! Who will skip the rope with me? Swing it high and swing it low;

O - ver, un - der, who will go? Skip with me! Come and skip the rope with me!

The musical score for 'The Skipping Rope' is written in 2/4 time with a key signature of one flat (Bb). It features a vocal melody line and a piano accompaniment. The tempo is marked as 104 beats per minute. The lyrics are: 'One, two, three! Who will skip the rope with me? Swing it high and swing it low; O - ver, un - der, who will go? Skip with me! Come and skip the rope with me!'.

Oh, What A Sweet Little White Mouse

(Book One, p. 28)

Mother Goose

Adolf Weidig
Composed for this Series

$\text{♩} = 176$

Oh, what a sweet lit - tle white mouse! Oh, what a dear lit - tle bright mouse!

With his eyes of pink — Go - ing winky - wink, — Oh, what a sweet lit - tle white mouse!

The musical score for 'Oh, What A Sweet Little White Mouse' is written in 2/4 time with a key signature of two sharps (F# and C#). It features a vocal melody line and a piano accompaniment. The tempo is marked as 176 beats per minute. The lyrics are: 'Oh, what a sweet lit - tle white mouse! Oh, what a dear lit - tle bright mouse! With his eyes of pink — Go - ing winky - wink, — Oh, what a sweet lit - tle white mouse!'.

The Swallows

Alice C. D. Riley

(Book One, p 29)

W. Otto Miessner

Composed for this Series

$\text{♩} = 132$

1. See the dar - ting swal - lows fly
2. See the sleep - y swal - lows cling

Hith - er, thith - er, yon - der. Black a - gainst the
On the eaves and un - der! There in nests of

eve - ning sky See them swif - tly mount on high!
clay they swing, Fol - ded ev - 'ry flat - 'tring wing.

Swif - tly fly! Where do they fly, I won - der?
If they dream, How does it seem, I won - der?

The Clown

Nellie Poorman

(Book One, p. 30)

French Folk Song

Gayly $\text{♩} = 72$

First system of musical notation for 'The Clown'. It consists of a treble and bass staff in 3/4 time, key of D major. The melody starts with a forte (*f*) dynamic. The lyrics are: 'Jol - ly and gay is the fun - ny old clown, Mer - ri - est fel - low that'.

Second system of musical notation for 'The Clown'. It continues the melody with piano (*p*) and forte (*f*) dynamics. The lyrics are: 'comes to our town; Ev - 'ry - one laugh - ing wher - ev - er he goes, Tumbling a -'.

Third system of musical notation for 'The Clown'. It concludes the melody with a forte (*f*) dynamic. The lyrics are: 'bout in his com - i - cal clothes. When I am old e - nough I'll be a clown.'.

Little Sister's Lullaby

Kate Forman

(Book One, p. 31)

Folk Song

$\text{♩} = 112$

First system of musical notation for 'Little Sister's Lullaby'. It consists of a treble and bass staff in 4/4 time, key of B-flat major. The melody is characterized by triplets. The lyrics are: 'Ti - ny ba - by broth - er, Play that I am Moth - er; Sleep - y songs are'.

Second system of musical notation for 'Little Sister's Lullaby'. It continues the melody with triplets. The lyrics are: 'in the air, Sleep - y dreams are ev - 'ry - where; Sleep, my ba - by broth - er.'.

Evening Lights

Clinton Scollard

(Book One, p. 32)

Marshall Bartholomew

Composed for this Series

Gently ♩ = 100

1. The cheer - y fire - flies light the dark, When
2. Per - haps the rea - son why they roam, Each

all with but his pus - sy's eyes are — blind, Each
lit - tle lan - tern — light, Is

with his lit - tle lan - tern — spark; I —
just to guide the fair - ies — home When

won - der — what they — seek to find!
they have wan - dered — out at night.

The Circus

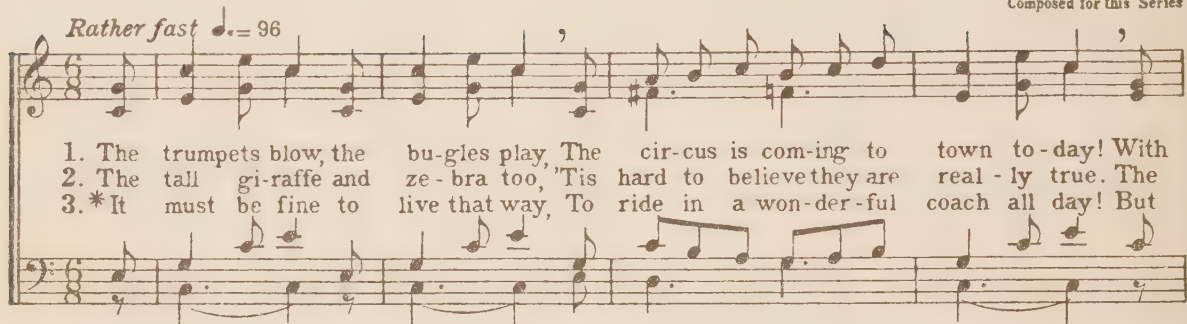
(Book One, p.33)

Alice C. D. Riley

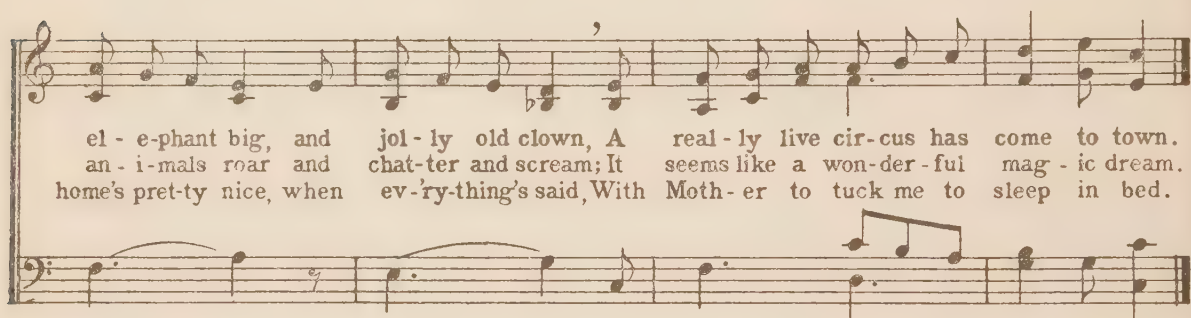
Horatio Parker

Composed for this Series

Rather fast ♩ = 96



1. The trumpets blow, the bugles play, The cir-cus is com-ing to town to-day! With
2. The tall gi-raffe and ze-bra too, 'Tis hard to believe they are real-ly true. The
3. *It must be fine to live that way, To ride in a won-der-ful coach all day! But



el-e-phant big, and jol-ly old clown, A real-ly live cir-cus has come to town.
an-i-mals roar and chat-ter and scream; It seems like a won-der-ful mag-ic dream.
home's pret-ty nice, when ev-ry-thing's said, With Moth-er to tuck me to sleep in bed.

* The third stanza does not appear in Book One

Dandelion

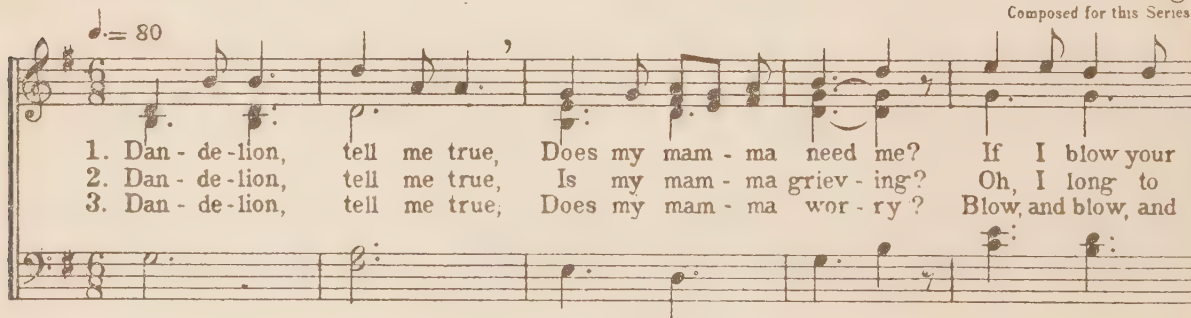
(Book One, p.34)

Abbie Farwell Brown

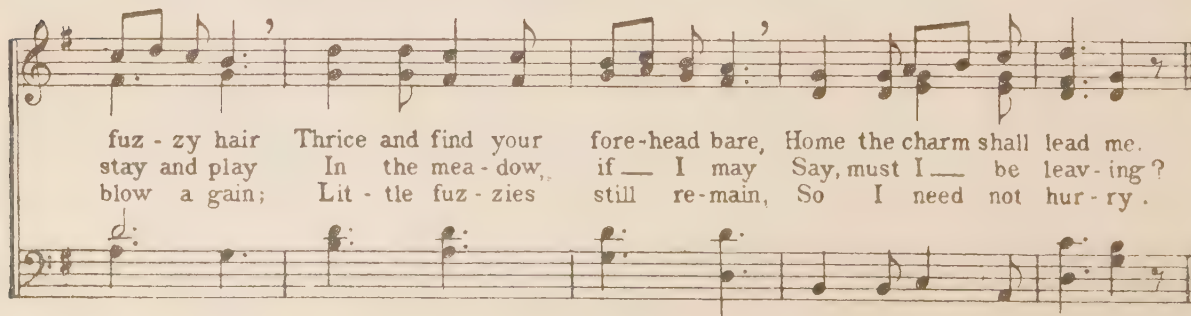
Adolf Weidig

Composed for this Series

♩ = 80



1. Dan-de-lion, tell me true, Does my mam-ma need me? If I blow your
2. Dan-de-lion, tell me true, Is my mam-ma griev-ing? Oh, I long to
3. Dan-de-lion, tell me true, Does my mam-ma wor-ry? Blow, and blow, and



fuz-zy hair Thrice and find your fore-head bare, Home the charm shall lead me.
stay and play In the mea-dow, if I may Say, must I be leav-ing?
blow a gain; Lit-tle fuz-zies still re-main, So I need not hur-ry.

Kind Old Winter

Ann Underhill

(Book One, p.35)

W. Otto Miessner

Composed for this Series

Gently ♩ = 112

1. When the Sum-mer shuts her eyes, Wick-ed Au-tumn Breeze
 2. Then they stand so bare and cold In the fros-ty air,
 3. Kind old Win-ter pit-ies them, When the tem-pests blow,

The musical score consists of two staves, treble and bass clef, in 4/4 time. The melody is simple and gentle, with a tempo of 112 beats per minute. The lyrics are written below the notes.

Steals a-way the pret-ty leaves From all the pa-tient trees.
 Till old Win-ter comes a-long And finds them shiv-ring there.
 So he wraps them snug and warm In cloaks of fur-ry snow.

The musical score continues on two staves, treble and bass clef, in 4/4 time. The melody is simple and gentle, with a tempo of 112 beats per minute. The lyrics are written below the notes.

Playing Soldier

Nellie Poorman

(Book One, p.36)

Nellie Poorman

Composed for this Series

In march time ♩ = 104

1. Boom,boom,boom! Hear the stirring drum. Boom,boom,boom! See the soldiers come.
 2. Bang,bang,bang! Such a nois-y gun! Bang,bang,bang! Heroes do not run.

The musical score consists of two staves, treble and bass clef, in 2/4 time. The melody is simple and march-like, with a tempo of 104 beats per minute. The lyrics are written below the notes.

Flags a-wav-ing, Dan-ger brav-ing, Boom,boom,boom! How the bul-lets hum!
 Loud-ly cheer-ing, Nev-er fear-ing, Bang,bang,bang! Now the bat-tle's won!

The musical score continues on two staves, treble and bass clef, in 2/4 time. The melody is simple and march-like, with a tempo of 104 beats per minute. The lyrics are written below the notes.

Lady Moon

(Book One, p. 37)

Lord Houghton

W. Otto Miessner

Composed for this Series

$\text{♩} = 128$

La dy Moon, La dy Moon, Where are you rov - ing? O - ver the

sea, O - ver the sea. La - dy Moon, La - dy Moon,

rit

Whom are you lov - ing? All that love me, All that love me.

The Little Huntsman

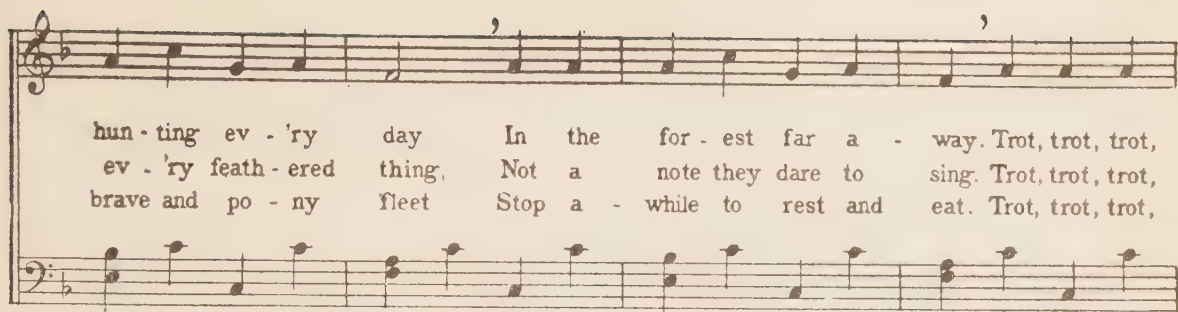
(Book One, p. 38)

From the French

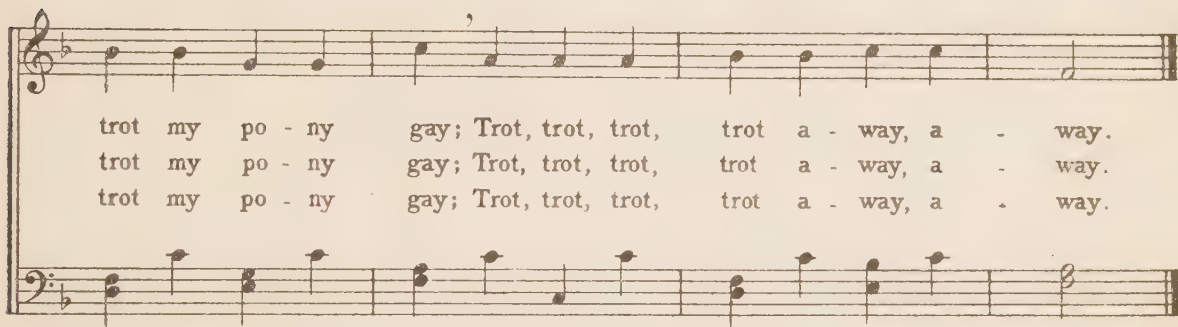
French Folk Song

$\text{♩} = 176$

1. See the hun-ter ri-ding by, On his dap-pled hob-by spry; He goes
2. On his arm he bears a gun, Squir-rels scam-per, rab-bits run; Hid-den
3. He re- turns to Moth-er -soon, Comes a - ri-ding home at noon. Hun-ter



hun - ting ev - 'ry day In the for - est far a - way. Trot, trot, trot,
 ev - 'ry feath - ered thing, Not a note they dare to sing. Trot, trot, trot,
 brave and po - ny fleet Stop a - while to rest and eat. Trot, trot, trot,



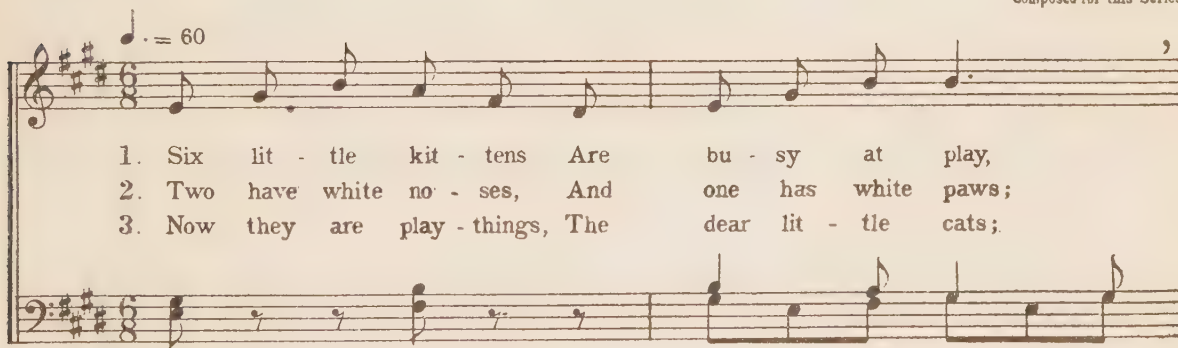
trot my po - ny gay; Trot, trot, trot, trot a - way, a - way.
 trot my po - ny gay; Trot, trot, trot, trot a - way, a - way.
 trot my po - ny gay; Trot, trot, trot, trot a - way, a - way.

Kittens

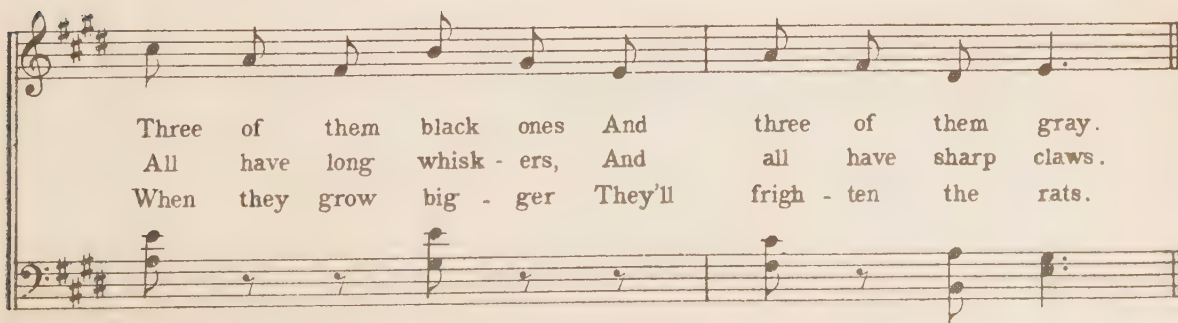
(Book One, p.39)

Anna M. Pratt

Adolf Weidig
 Composed for this Series



1. Six lit - tle kit - tens Are bu - sy at play,
 2. Two have white no - ses, And one has white paws;
 3. Now they are play - things, The dear lit - tle cats;



Three of them black ones And three of them gray.
 All have long whisk - ers, And all have sharp claws.
 When they grow big - ger They'll frigh - ten the rats.

False Alarm

Florence C. Fox

(Book One, p. 40)

Marshall Bartholomew

Composed for this Series

$\text{♩} = 88$

1. Hear the fire bells, "Ding, ding, dong!" Up the street there's some-thing wrong;
 2. Hear the fire bells, "Ding, ding, dong!" All the peo-ple rush a-long;

Fire-men shout, "Look out, look out!" "Ding, ding, ding, ding, ding, ding, dong!"
 "Clear the track, They're com-ing back!" "Ding, ding, ding, ding, ding, ding, dong!"

"Num-ber nine!" the fire bells ring, "Ding, ding, ding, dong, ding, dong, ding!"
 "False a-larm!" the fire bells ring, "Ding, ding, ding, dong, ding, dong, ding!"

Snowflakes

Margaret Aliona Dole
From the Russian

(Book One, p. 41)

Russian Folk Song

$\text{♩} = 100$

Snowflakes, snowflakes, ev-'ry-where, Gay as laugh-ing sun-beams!
 Danc-ing, danc-ing in the air; Turn-ing in-to tear-drops!

Sleep, Little Treasure

213

(Book One, p. 42)

Lithuanian Folk Song

Quietly $\text{♩} = 66$
p

1. Sleep, my — bon — ny blue-eyed lit — tle treas — ure,
 2. * May the — an — gels hov — er ev — er near thee,

p

Con Ped.

Sleep till the ro — sy dawn — ing of the day —
 Watch and — ward for — ev — er o'er thee keep;

Brings the hap — py hours of pleas — ure; Dream the star — ry
 Fair — est vi — sions come to cheer thee; Sleep, my lit — tle

cresc.

poco rit.

night a — way. — Sleep, — lit — tle treas — ure.
 treas — ure, sleep; — Sleep, — lit — tle treas — ure.

poco rit

* Second stanza does not appear in Book One

Bylo, Baby Bunting

Mother Goose

(Book One, p. 43)

W. Otto Miessner
Composed for this Series

$\text{♩} = 72$

By - lo, Ba - by Bun - ting, Dad - dy's gone a - hun - ting To
get a lit - tle rab - bit skin To wrap the Ba - by Bun - ting in;
By - lo, Ba - by Bun - ting, Bye!

The musical score is written in 6/8 time with a key signature of two flats (B-flat and E-flat). It features a vocal melody line and a piano accompaniment consisting of a right-hand treble staff and a left-hand bass staff. The lyrics are written below the vocal line. The piece concludes with a double bar line.

In Wooden Shoes

M. Louise Baum

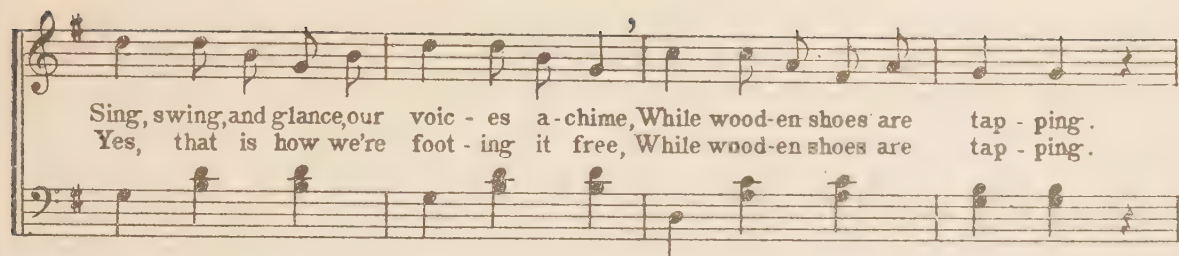
(Book One, p. 44)

Swedish Folk Song

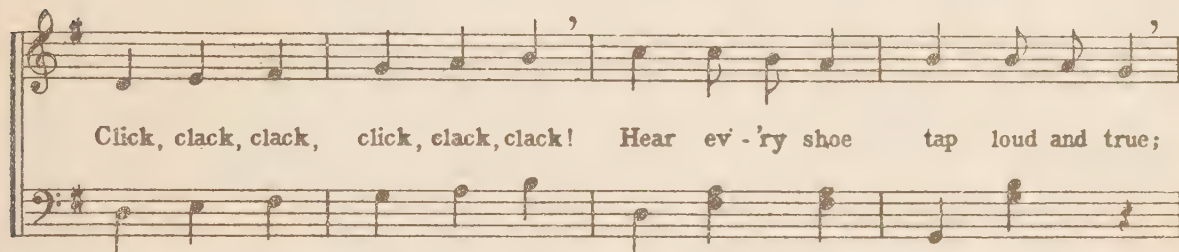
$\text{♩} = 152$

1. Come join our dance and swing to our rhyme; Now all advance and tap to the time;
2. Bob, then, and bow and curt-sey with me, Stamping it now with one, two, and three;

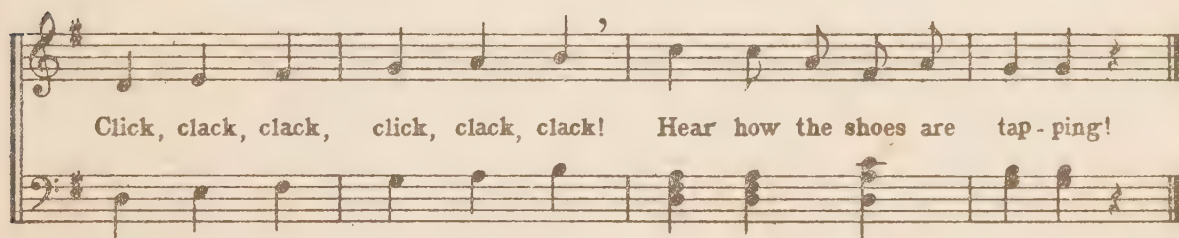
The musical score is written in 3/4 time with a key signature of one sharp (F-sharp). It features a vocal melody line and a piano accompaniment consisting of a right-hand treble staff and a left-hand bass staff. The lyrics are written below the vocal line. The piece concludes with a double bar line.



Sing, swing, and glance, our voic - es a - chime, While wood - en shoes are tap - ping.
Yes, that is how we're foot - ing it free, While wood - en shoes are tap - ping.



Click, clack, clack, click, clack, clack! Hear ev - 'ry shoe tap loud and true;



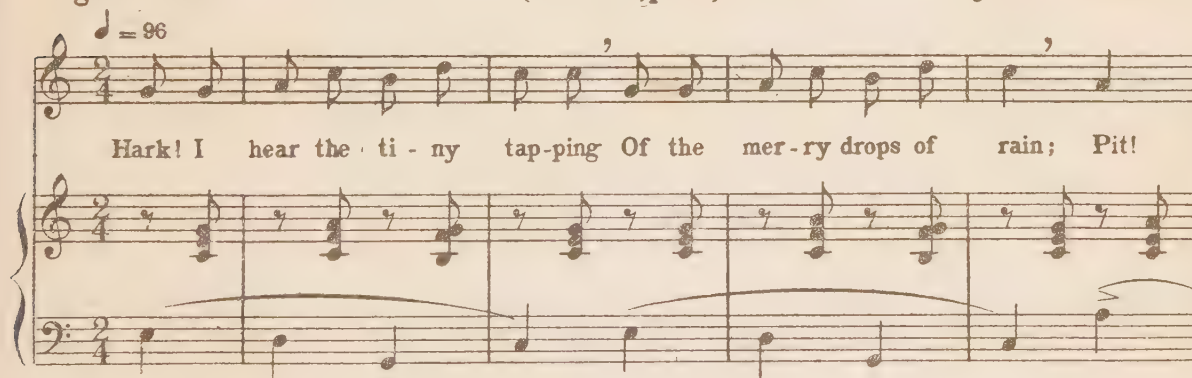
Click, clack, clack, click, clack, clack! Hear how the shoes are tap - ping!

Raindrops

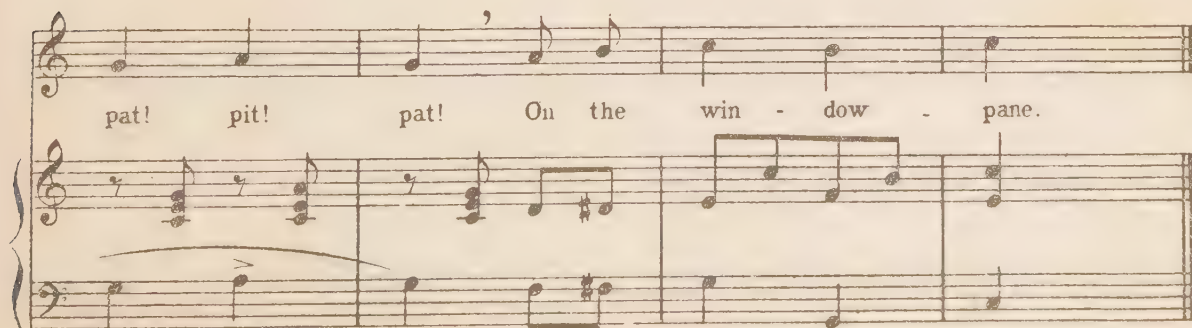
Virginia Baker

(Book One, p. 45)

J. B. T. Weckerlin



$\text{♩} = 96$
Hark! I hear the ti - ny tap - ping Of the mer - ry drops of rain; Pit!



pat! pit! pat! On the win - dow - pane.

Valentine Song

(Book One, p. 46)

Florence C. Fox

English Folk Song

♩ = 168

1. "Mis - ter Post-man, have you a - ny Val - en - tine a - mong so ma - ny
2. "Here's a dain - ty lit - tle son - net; See, your name is writ - ten on it;

That you think was sent to me? Post-man, look in your bag and see!
While in let - ters gold and blue Are these words that are meant for you:

Val - en - tine, Val - en - tine, Is there one that you know is mine?
'Val - en - tine, Val - en - tine, Be my own lit - tle val - en - tine!"

Post-man, please to look and see If there's one in your bag for me."
This I know was sent to you From a friend who is tried and true."

Will You Come With Me

217

Alice C.D. Riley

ACTION SONG
(Book One, p. 48)

Old English Song

$\text{♩} = 144$

(Hosts) 1. If I build you a bow'r of ro - ses, Garden walks all set round with posies,
(Guests) 2. Tho' you build me a bow'r of ro - ses, Garden walks all set round with posies,

Will you come and play, Will you come to - day, Will you come to - day and play with me?
I'll not come to - day, I'll not come and play, I'll not come to - day and play with you.

(Hosts) * 3. Sunny beach and the tide outflowing,
Cunning oars and a boat for rowing,
Will you come and play, etc.

(Guests) 4. Leave the beach and the tide outflowing,
Leave the oars and the boat for rowing,
I'll not come to - day, etc.

(Hosts) 5. Forest trees with their green leaves shading
Silver pools, clean and cool for wading,
Will you come and play, etc.

(Guests) 6. Leave the trees with their green leaves shading,
Leave the pools, clean and cool for wading,
I'll not come to - day, etc.

(Hosts) 7. Tip-top boughs in the wind a-swinging,
Nests may sway but the birds keep singing,
Will you come and sing,
Will you come and swing,
Will you come and sing and swing with me?

(Guests) 8. When on tip-top bough a-swinging,
Nests will sway and the birds keep singing,
I will come and sing,
I will come and swing,
I will come and sing and swing with you.

(Directions) Divide the children evenly as Hosts and Guests. Place them in parallel lines facing each other and let the Hosts advance toward the Guests with a gesture of invitation as they sing. When the Guests reply, let them turn away with a gesture of refusal, while the Hosts withdraw, step by step in time with the music, during the refusal. At the last, when the invitation is accepted by the Guests, let each couple take hands, raise them and let the whole company dance through under the uplifted arms to the repeated music of the song. If desired, this could be followed by a "Swing Song" or a "See-Saw Song" with appropriate action.

* Stanzas 3 to 8 are in addition to those which appear in Book One

Before and After Dark

(Book One, p. 50)

Alice C. D. Riley

Laure Collin

$\text{♩} = 160$

1. Pus-sy cat, pus-sy cat, By the fire sof - tly sleep-ing, Snug and
 2. Dark comes down o'er the town; On the roofs you go howl-ing, Thro' the

warm you are keep-ing. Do you dream curds and cream Make you fat, pus-sy cat?
 house you go prowling; Quick as scat catch a rat! Think of that, pus-sy cat!

The Airship

(Book One, p. 51)

Virginia Baker

Adolf Weidig

Composed for this Series

$\text{♩} = 116$

1. I saw a fair-y air-ship Go floa-ting down the lane; The
 2. The sau-cy lit-tle bird-man Looked like an elf, in-deed; I
 3. And then, a-cross the mea-dow, He steered his air-ship, light, And

breez-es bore it up-ward, Then let it down a-gain.
 asked, "What is your name, sir?" He answered, "Thistle Seed."
 soon, a-mong the gras-ses, It dis-ap-peared from sight.

Happy Thought

(Book One, p. 52)

Robert Louis Stevenson

Old English Song

♩ = 152

The world is so full of a num - ber of things I'm

Detailed description: This block contains the first system of music for 'Happy Thought'. It features a treble and bass staff in 3/4 time. The melody is simple and folk-like. The lyrics 'The world is so full of a num - ber of things I'm' are written below the treble staff.

sure we should all be as hap - py as kings.

Detailed description: This block contains the second system of music for 'Happy Thought'. It continues the melody from the first system. The lyrics 'sure we should all be as hap - py as kings.' are written below the treble staff. The system ends with a double bar line.

At Night When I Have Gone to Bed

(Book One, p. 53)

Harriet Fairchild Blodgett

Paul Bliss

Composed for this Series

Slowly *♩ = 116*

1. At night when I have gone to bed, All fol - ded close and safe from harm, My
2. And there, with - in the sha - ded light, She always smiles and seems to say, When

Detailed description: This block contains the first system of music for 'At Night When I Have Gone to Bed'. It features a treble and bass staff in 3/4 time. The melody is simple and folk-like. The lyrics are written below the treble staff. The system ends with a double bar line.

dol - ly lies with cur - ly head Up - on the pil - low of my arm.
I have kissed her for good night, "We've had a ve - ry hap - py day."

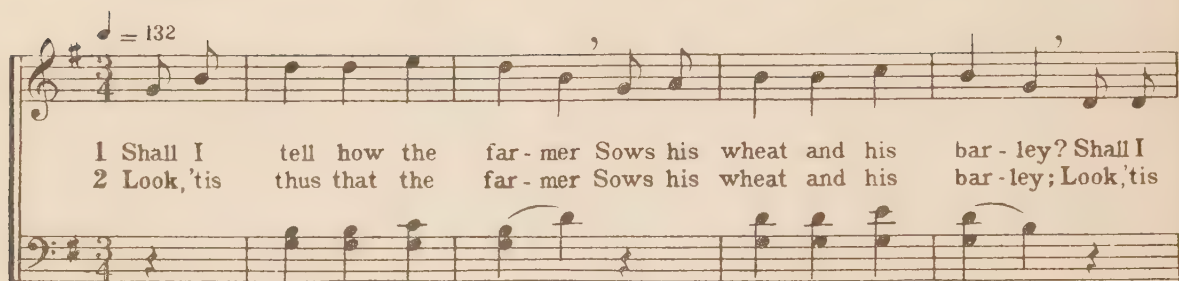
Detailed description: This block contains the second system of music for 'At Night When I Have Gone to Bed'. It continues the melody from the first system. The lyrics 'dol - ly lies with cur - ly head Up - on the pil - low of my arm. I have kissed her for good night, "We've had a ve - ry hap - py day."' are written below the treble staff. The system ends with a double bar line.

The Farmer

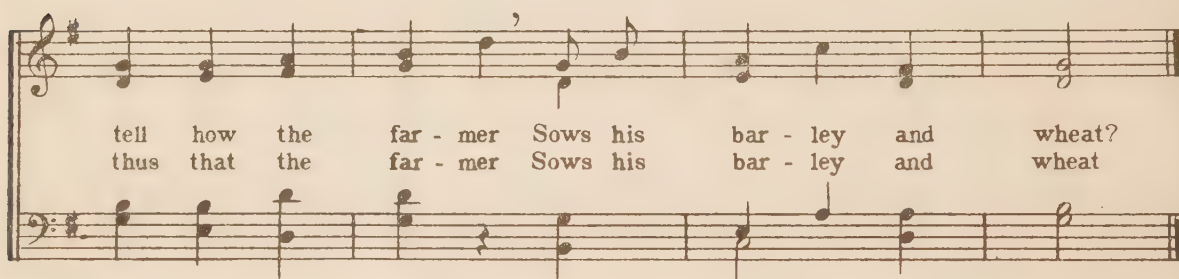
(Book One, p 55)

Old English Game

$\text{♩} = 132$



1 Shall I tell how the far-mer Sows his wheat and his bar-ley? Shall I
2 Look,'tis thus that the far-mer Sows his wheat and his bar-ley; Look,'tis



tell how the far-mer Sows his bar-ley and wheat?
thus that the far-mer Sows his bar-ley and wheat

3. Shall I tell how the farmer Reaps his wheat and his barley? etc.
4. Look 'tis thus that the farmer Reaps his wheat and his barley.
5. Shall I tell how the farmer Threshes wheat, threshes barley?
6. Look,'tis thus that the farmer Threshes wheat, threshes barley.

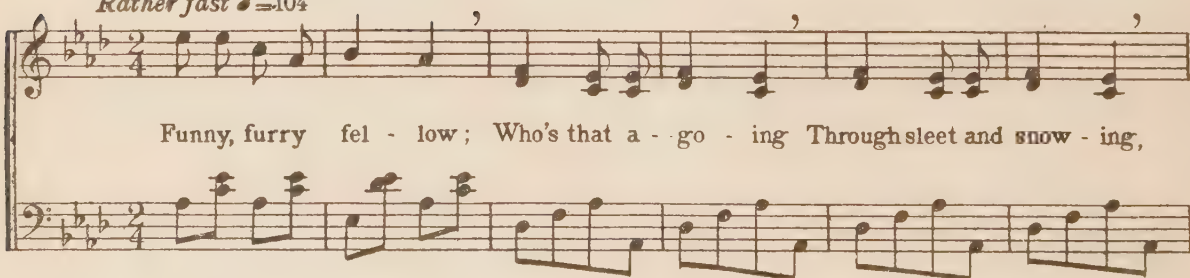
The Eskimo Hunter

(Book One, p. 56)

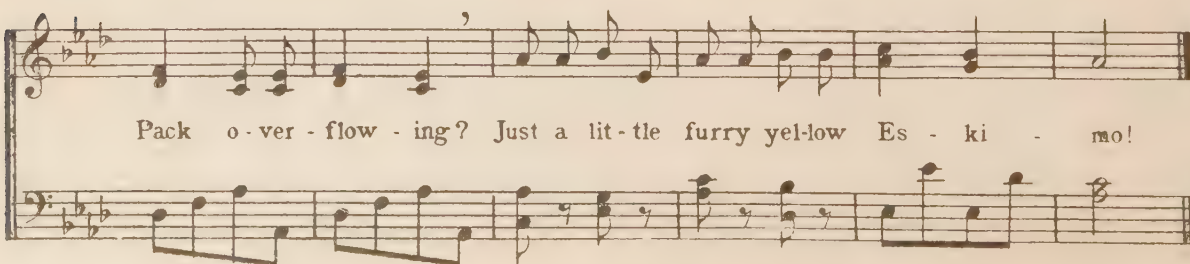
Eskimo Folk Song

Clinton Scollard

Rather fast $\text{♩} = 104$



Funny, furry fel - low; Who's that a - go - ing Through sleet and snow - ing,



Pack o-ver - flow - ing? Just a lit-tle furry yel-low Es - ki - mo!

Busy Folks

(Book One, p. 57)

Folk Song

$\text{♩} = 132$

1. Will you tell me, Will you tell me, Lit - tle maid, what you are
 2. Will you tell me, Will you tell me, Lit - tle lad, what you are

The musical notation consists of a treble and bass staff in 3/4 time. The treble staff has a key signature of one sharp (F#) and a tempo marking of 132 beats per minute. The melody is simple and repetitive, with the lyrics written below the notes. The bass staff provides a simple harmonic accompaniment.

do - ing? Rocking dol - ly, rock - ing dol - ly With a sweet lul - la - by.
 do - ing? Playing sol - dier, play - ing sol - dier With a flag wav - ing high.

The musical notation continues on a new line, maintaining the same treble and bass staff format. The melody and accompaniment are consistent with the previous section.

Baby Life

(Book One, p. 59)

Charles Keeler

Adolf Weidig

Composed for this Series

Brightly $\text{♩} = 160$

What can lit - tle ba - by do? Clap his hands and coo and coo;

The musical notation for 'Baby Life' is in 3/4 time with a key signature of one flat (Bb). The tempo is marked as 'Brightly' at 160 beats per minute. The melody is simple and catchy, with the lyrics written below the notes. The bass staff provides a simple harmonic accompaniment.

Kick and roll and smile and grow, That is why we love him so.

The musical notation continues on a new line, maintaining the same treble and bass staff format. The melody and accompaniment are consistent with the previous section.

Katydid

(Book One, p. 61)

Virginia Baker

Folk Song

$\text{♩} = 116$

1. Ka - ty - did, Ka - ty - did, I hear you.
2. Ka - ty - did, Ka - ty - did, How you tease!

Won't you tell? What did Ka - ty do?
Who was Kate? Won't you tell me, please?

The Snail

(Book One, p. 61)

Nellie Poorman
From the Spanish

Domingo Mas y Serracant

$\text{♩} = 80$

Slow - ly creep - ing, Snail, you must be sleep - ing. Will you please to tell

How you made your dwell - ing? Pret - ty spi - ral shell Serves you ve - ry well.

Air and Sunlight

(Book One, p. 62)

Margaret Aliona Dole

Russian Folk Song

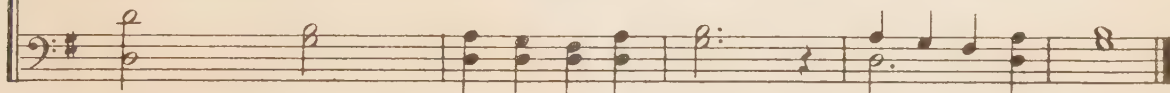
Quite fast ♩ = 138



O - pen wide the win - dows! Let the wind come blow - ing! Wel - come in the sun - light,



Health and cheer be - stow - ing. Air and sun - ny skies — Give us sparkling eyes!



The Flowers' Friends

(Book One, p. 63)

Anna M. Pratt

Old English Song

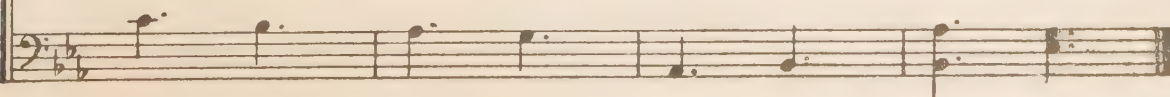
Moderately ♩ = 92



1. Lit - tle snowflakes ligh - tly fall, Form a blan - ket o - ver all; They
2. Lit - tle rain - drops fall - ing fast Wake the flow'rs when win - ter's past; And



cov - er up the sleep - ing flow'rs And keep them warm through win - ter hours.
lit - tle sun - beams shine to show The ba - by buds 'tis time to grow.



Higgledy, Piggledy

(Book One, p.65)

Kate Greenaway

Horatio Parker

Fast ♩ = 92



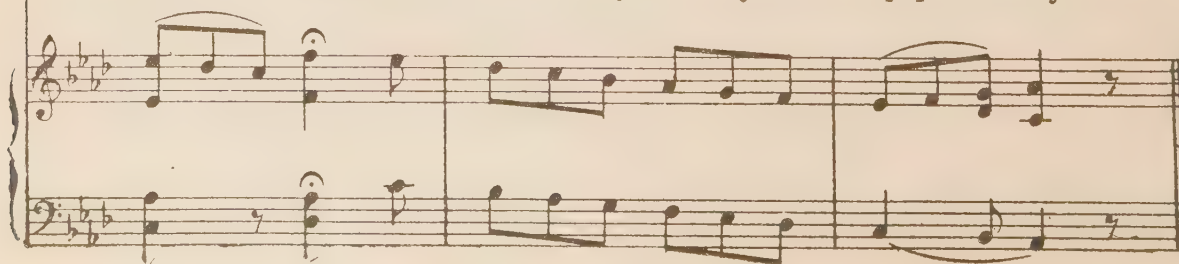
1. Hig - gle - dy, Pig - gle - dy, see how they run!
2. Hig - gle - dy, Pig - gle - dy, how can I tell?



Hop-per - ty, Pop-per - ty, what is the fun? Has sun or has moon tumbled
Hop-per - ty, Pop-per - ty, - hark to the bell! The rats and the mice ev - en



in - to the sea? Oh, what is the mat - ter? Pray, tell it to me!
scam-per a - way; Oh, who can say what may not hap-pen to - day!



The Boat

(Book One, p. 66)

Abbie Farwell Brown

Adolf Weidig

Composed for this Series

$\text{♩} = 144$

With the wind, and the tide, O'er the danc-ing waves we glide; Like a

The musical notation for 'The Boat' consists of a treble and bass staff in 4/4 time. The treble staff has a key signature of one sharp (F#) and a tempo marking of 144. The melody is written in a simple, accessible style with many whole and half notes. The bass staff provides a harmonic accompaniment with chords and moving lines. The lyrics are placed below the treble staff.

bird on the wing We sail and we sing, With the wind, and the tide.

The second system of music for 'The Boat' continues the melody and accompaniment. The lyrics 'bird on the wing We sail and we sing, With the wind, and the tide.' are placed below the treble staff.

My Pony

(Book One, p. 67)

Anna M. Pratt

G. A. Grant-Schaefer

Composed for this Series

$\text{♩} = 88$

mf My po - ny's name is Bill, I ride him to the mill. It's

The musical notation for 'My Pony' consists of a treble and bass staff in 6/8 time. The treble staff has a key signature of one sharp (F#) and a tempo marking of 88. The melody is written in a simple, accessible style with many whole and half notes. The bass staff provides a harmonic accompaniment with chords and moving lines. The lyrics are placed below the treble staff.

jol - ly fun to have him run And gal - lop up the hill.

The second system of music for 'My Pony' continues the melody and accompaniment. The lyrics 'jol - ly fun to have him run And gal - lop up the hill.' are placed below the treble staff.

Bee Song

(Book One, p. 69)

Clinton Scollard

Folk Song

$\text{♩} = 144$

What sound comes drifting in A - cross the crim-son clo-ver seas? 'Tis

mu-sic of the dron-ing bees On drum and vi-o-lin!

Street Music

(Book One, p. 70)

Nellie Poorman

Folk Song

$\text{♩} = 152$

1. The or-gan grind-er plays a tune, No mu-sic so en-tranc-ing; Tra, la,
 2. A mer-ry waltz or two-step gay Will set the chil-dren danc-ing; Tra, la,

la, la, la, Tra, la, la, la, la, Tra, la, la, la, la, la, la, la!

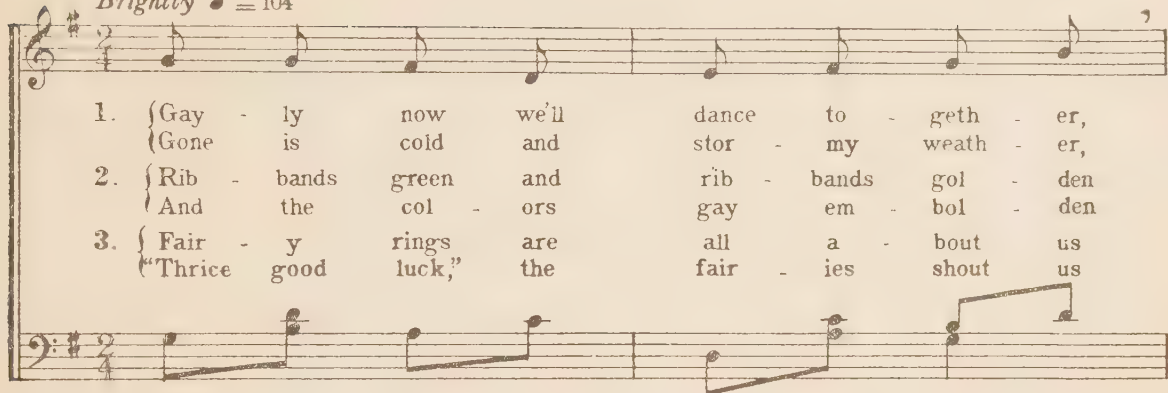
The Maypole Dance

Alice C. D. Riley

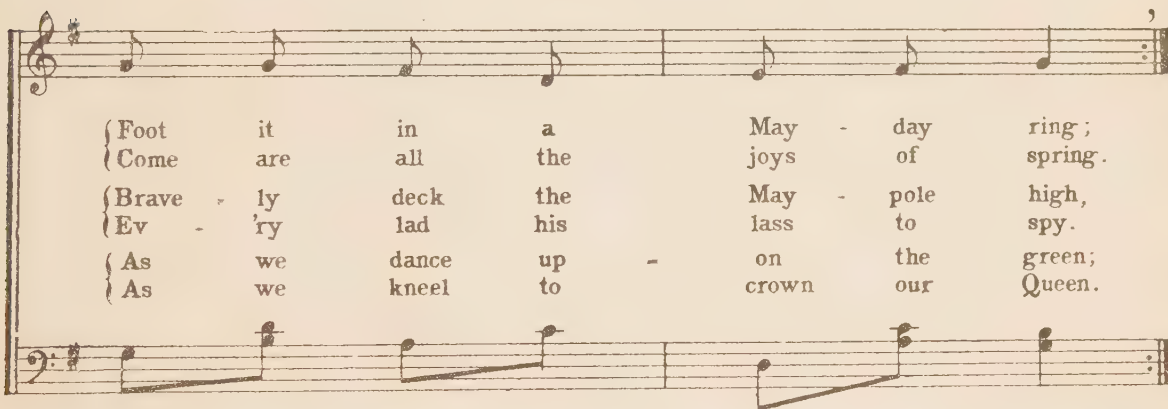
(Book One, p. 72)

Swedish Folk Dance

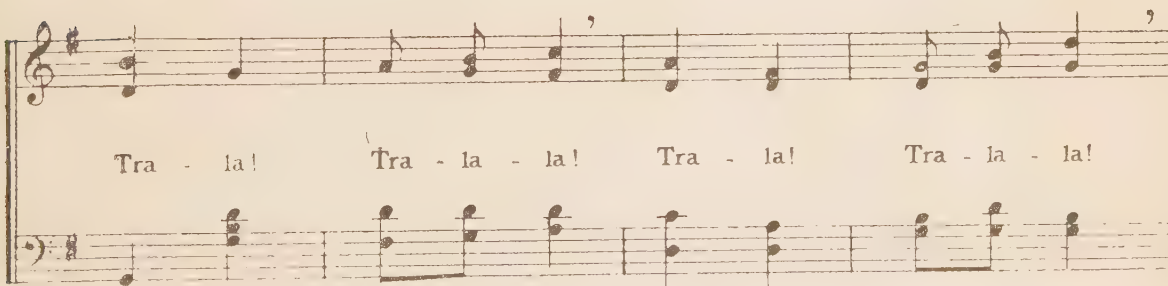
Brightly ♩ = 104



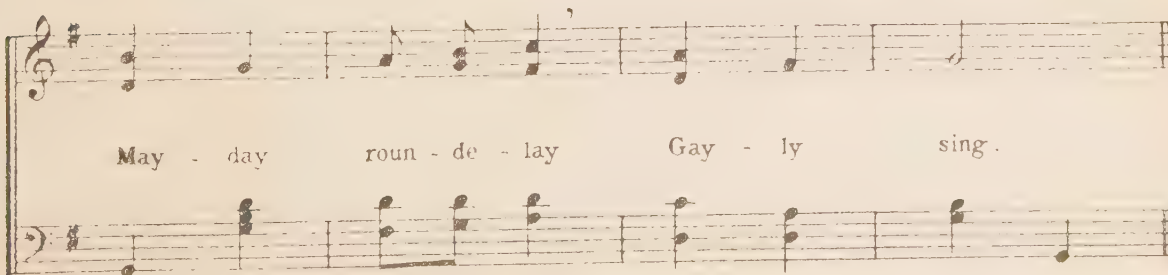
1. { Gay - ly now we'll dance to - geth - er,
 { Gone is cold and stor - my weath - er,
 2. { Rib - bands green and rib - bands gol - den
 { And the col - ors gay em - bol - den
 3. { Fair - y rings are all a - bout us
 { "Thrice good luck," the fair - ies shout us



{ Foot it in a May - day ring;
 { Come are all the joys of spring.
 { Brave - ly deck the May - pole high,
 { Ev - 'ry lad his lass to spy.
 { As we dance up - on the green;
 { As we kneel to crown our Queen.



Tra - la! Tra - la - la! Tra - la! Tra - la - la!



May - day roun - de - lay Gay - ly sing.

The Rooster's Good Morning

(Book One, p. 74)

M. Louise Baum
From the *Russian*

Russian Folk Song

♩ = 92

1. Rooster ev - 'ry morn - ing Sounds an ear - ly warn - ing;
2. He is strut - ting proud - ly, Call - ing to us loud - ly;

"See the day is break - ing! Time is come for wak - ing!"
May - be he is shout - ing, "Come and take an out - ing!"

Dancing Raindrops.

(Book One, p. 75)

Clinton Scollard

G. A. Grant - Schaefer

Composed for this Series

Rather quickly ♩ = 152

Have you not watch'd the rain-drops As you went home from school? They

are the wa - ter fair - ies A - danc - ing on the pool!

Mistress Mary

(Book One, p. 76)

Mother Goose

Arthur Whiting

Composed for this Series

Slowly and Gracefully ♩ = 72

Mis - tress Ma - ry, quite con - tra - ry, How does your gar - den

The first system of the song is written in 6/8 time. The treble staff contains the melody, and the bass staff contains the accompaniment. The lyrics are: 'Mis - tress Ma - ry, quite con - tra - ry, How does your gar - den'.

grow? — With sil - ver bells and coc - kle - shells And

The second system continues the melody and accompaniment. The lyrics are: 'grow? — With sil - ver bells and coc - kle - shells And'.

fair maids all in a row; — With sil - ver bells and

The third system continues the melody and accompaniment. The lyrics are: 'fair maids all in a row; — With sil - ver bells and'.

coc - kle - shells And fair maids all in a row. —

The fourth system concludes the song. The lyrics are: 'coc - kle - shells And fair maids all in a row. —'.

The Mill Wheel

Kate Louise Brown

(Book One, p. 78)

Edward B. Birge

Composed for this Series

$\text{♩} = 144$

Round and round goes the mer - ry wheel,

Down and down falls the gol - den meal;

Ba - by's break - fast will soon — be here,

Nice, — sweet bread for my lad - die dear; O

mill wheel, keep — on grind - ing.

A Song Without Words

(Book One, p. 80)

Wilhelmina Seegmiller

Robert Just

Composed for this Series

Allegretto ♩ = 84

p

1. Oh, a song with - out the words
 2. First you see a patch of blue
 3. Then a breeze goes play - ing by
 4. Oh, a song with - out the words

Is like sing - ing of the birds, For you sing,
 Sail - ing through a tree at you, And you sing,
 And you see a but - ter - fly; A great bee sing,
 Is like sing - ing of the birds, For you sing,

1 2 3

"Tra - la - la - le!" And put in the things you see. _____
 "Tra - la - la - le!" And put in the sky and tree. _____
 buz - zes a - long, So you put them in the song. _____
 "Tra - la - la - le!" And

p 4 *a little slower*

put in the things you see. _____

Peek-a-Boo

(Book One, p. 81)

Pauline Frances Camp

Horatio Parker

Composed for this Series

Not fast ♩ = 138

1. Moth - er Cro - cus woke her babes; Washed their fac - es clean; _____
 2. Out they popped in - to the sun; "Peek - a - boo!" they cried. _____

Tied their caps be - neath their chins With bows of rib - bon green. _____
 Gave old Win - ter such a fright He ran a - way to hide! _____

A Recipe for a Valentine

(Book One, p. 83)

Alice C. D. Riley

Old English Song

Moderately ♩ = 116

1. { Take a las - sie's win - some face, All framed in hearts;
 { Write a verse o' po - e - sy: "My heart is thine,
 2. { Quick! The post - man's go - ing by! Go, pret - ty thing!
 { Let - ters sealed with hearts I see, Dain - ty and fine;

{ Shad - ow it with pa - per lace, Cu - pid's darts;
 { All my life to thee I'd be Val - en - tine!"
 { How the lov - ing mis - sives fly! Love's a - wing.
 { Oh! I hope he brings to me Val - en - tine!

The Thunder

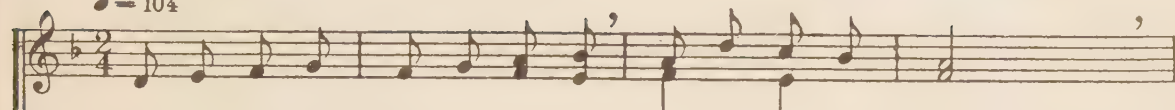
(Book One, p. 84)

Minnie Leona Upton

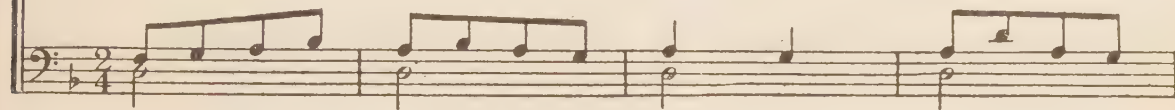
Marshall Bartholomew

Composed for this Series

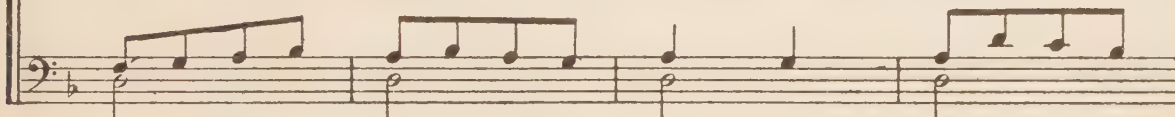
$\text{♩} = 104$



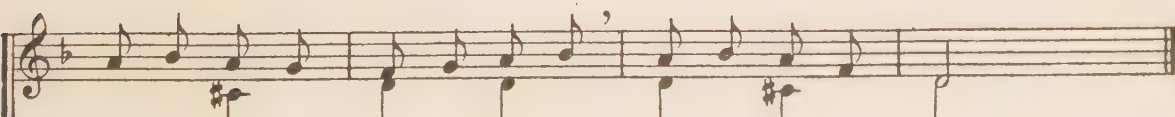
Rum-ble, rum-ble, Hear him grum-ble, All a-long the sky!



Peo-ple scur-ry, Homeward hur-ry, When he blus-ters by.



Bur-ly thun-der, Much I won-der If you laugh to know



What a sha-king And a qua-king You can cause be-low.



Autumn Leaves

(Book One. p. 86)

Nina B. Hartford

Nina B. Hartford

Slowly and Gracefully ♩ = 160

1. Red leaves, gold leaves;
2. Sum - mer pas - ses,

Danc - ing and sway - ing, Hap - pi - ly play - ing;
North wind is call - ing, Leaves must be fall - ing;

Brigh - tly, ligh - tly,
Sof - tly, slow - ly,

Kissed by the au - tumn breeze.
Gen - tly to sleep they go.

The River

Abbie Farwell Brown

(Book ONE, p. 87)

Adolf Weidig

Composed for this Series

$\text{♩} = 132$

p

1. O - ver the peb - bles fall - ing,
 2. Now with a rip - ple glanc - ing,
 3. On with a leap and turn - ble,

cresc.

Un - der the gras - ses crawl - ing,
 Mer - ri - ly on - ward danc - ing,
 In - to the roar and rum - ble,

mf

Slow - ly the riv - er, Wi - den - ing ev - er,
 Out of the mea - dow In - to the shad - ow,
 Deep - er and strong - er, Riv - er no long - er,

dim.

p

Wan - ders a - way to the o - pen sea.
 Mak - ing a way to the o - pen sea.
 Now it is part of the o - pen sea.

The Oriole's Nest

Abbie Farwell Brown

(Book One, p. 90)

Norwegian Game

Quietly ♩ = 126

1. The o - ri - ole, gold, is at home at rest, Swing - ing,
 2. The lit - tle nest looks like a bas - ket small, Sway - ing,
 3. The shad - ows grow deep round the wee brown nest, Creep - ing

High in the nest, While lit - tle birds are a - sing - ing.
 High o - ver all, While lit - tle birds are a - play - ing.
 Out of the west, While lit - tle birds are a - sleep - ing.

Oats and Beans

(Book One, p. 91)

English Rhyme

Old English Game

Brightly ♩ = 92

1. Oats and beans and bar - ley grow; Oats and beans and bar - ley grow; Do
 2. First the farm - er sows his seed, Then he stands and takes his ease; He

you, or I, or any - one know How oats and beans and bar - ley grow?
 stamps his foot and claps his hand, And turns him round to view the land.

Four Boys

Mary Mapes Dodge

(Book One, p. 92)

Mildred J. Hill

Composed for this Series

In conversational style ♩ = 132

Dum - py Dick - y said, "I can't;" Joe said, "By and by;"

Grum - py Jack - y said, "I shan't;" Tom - my said, "I'll try."

The musical score for "Four Boys" is written in 4/4 time with a key signature of one sharp (F#). It consists of two systems, each with a vocal line and a piano accompaniment. The tempo is marked "In conversational style" with a quarter note equal to 132 beats per minute. The lyrics are: "Dum - py Dick - y said, 'I can't;'" "Joe said, 'By and by;'" "Grum - py Jack - y said, 'I shan't;'" and "Tom - my said, 'I'll try.'"

Now the Sun is Sinking

(Book One, p. 94)

French Folk Song

Moderately ♩ = 112

Now the sun is sink-ing In the golden west; Birds and bees and children All have gone to rest;

And the merry streamlet, As it runs a - long, With a voice of sweetness Sings its evening song.

The musical score for "Now the Sun is Sinking" is written in 4/4 time with a key signature of one sharp (F#). The tempo is marked "Moderately" with a quarter note equal to 112 beats per minute. The lyrics are: "Now the sun is sink-ing In the golden west; Birds and bees and children All have gone to rest;" and "And the merry streamlet, As it runs a - long, With a voice of sweetness Sings its evening song."

London Bridge

(Book One, p. 95)

Old English Game

Brightly ♩. = 88

1. Lon - don bridge is bro - ken down, Dance o - ver my La - dye Lea!

The first system of musical notation for 'London Bridge' is in G major (one sharp) and 6/8 time. It consists of a treble and bass staff. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the notes.

Lon - don bridge is bro - ken down, With a gay la - dye! —

The second system of musical notation continues the melody and accompaniment from the first system. It ends with a double bar line and a repeat sign.

2. How shall we build it up again? Dance over my Ladye Lea, etc.
3. Silver and gold will be stol'n away, etc.
4. Iron and steel will bend and bow.
5. Wood and clay will wash away.
6. Build it up with stone so strong.

Soap Bubbles

(Book One, p. 97)

Mabel L. Harris

Irene R. Brickner

Composed for this Series

Animato ♩. = 96

Ligh - ter than air and round as a ball, All

The first system of musical notation for 'Soap Bubbles' is in G major (one sharp) and 6/8 time. It consists of a treble and bass staff. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the notes.

pink and blue and green; — It is - nt much trou - ble to

blow a soap bub - ble, It's gone as soon as it's seen. —

Lingering Leaves

(Book One, p. 98)

Abbie Farwell Brown

Adolf Weidig
Composed for this Series

Sadly ♩ = 96

1. Still there lin - ger two or three Yel - low leaves up - on the tree.
2. All their broth - er leaves have flown; They are left here quite a - lone,
3. Poor old leaves, you can - not stay! Winds will sweep you all a - way.

How they quiv - er, Shake and shiv - er, Fear - ing au - tumn's cru - el - ty!
Fee - bly cling - ing, Wild - ly swing - ing, Rough - ly now by breez - es blown.
Down - ward whirl - ing, Mad - ly twirl - ing, Till you sleep and dream of May.

Skating Song

(Book One, p. 98)

Anna M. Pratt

Folk Song

Briskly ♩ = 126

f *p*

Come, boys, come! Buc-kle on your skates!

f *p*

Come, girls, come! Win-ter nev-er waits.

f *p*

Join the mer-ry ska-ters, Fly-ing so fast;

p *f*

Laugh-ing, sing-ing, shou-ting, As they glide past.

On Christmas Day in the Morning

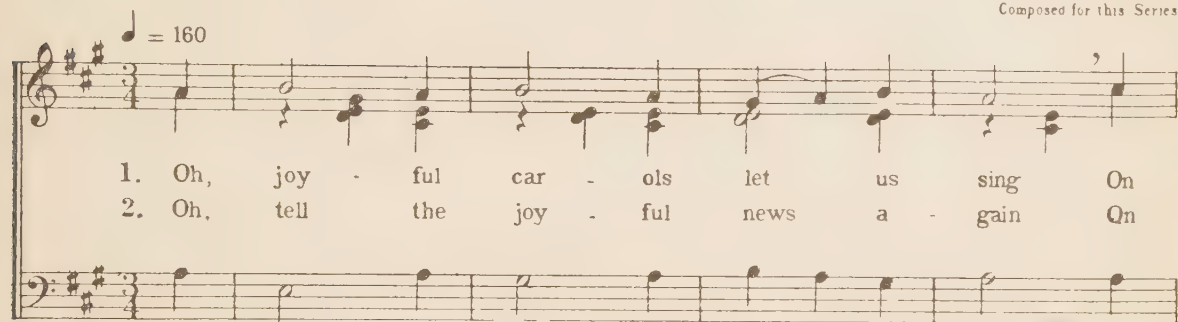
(Book One, p. 99)

Alice C.D. Riley

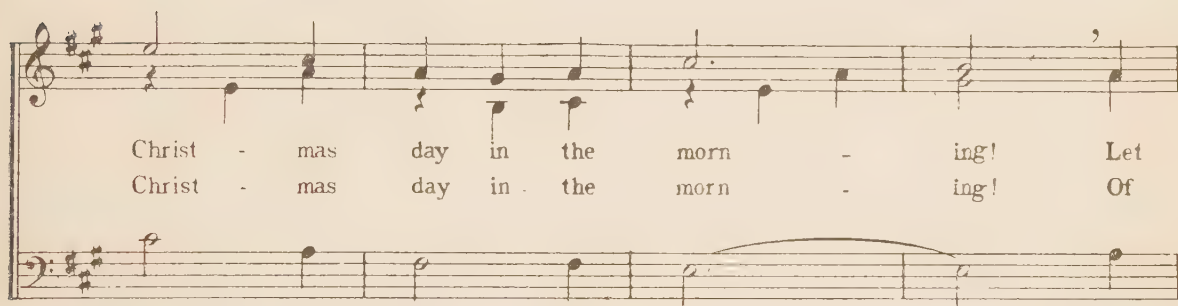
Edward B. Birge

Composed for this Series

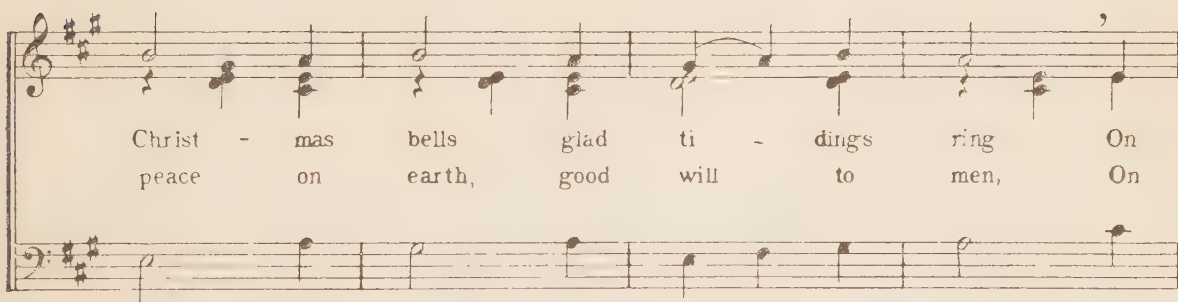
$\text{♩} = 160$



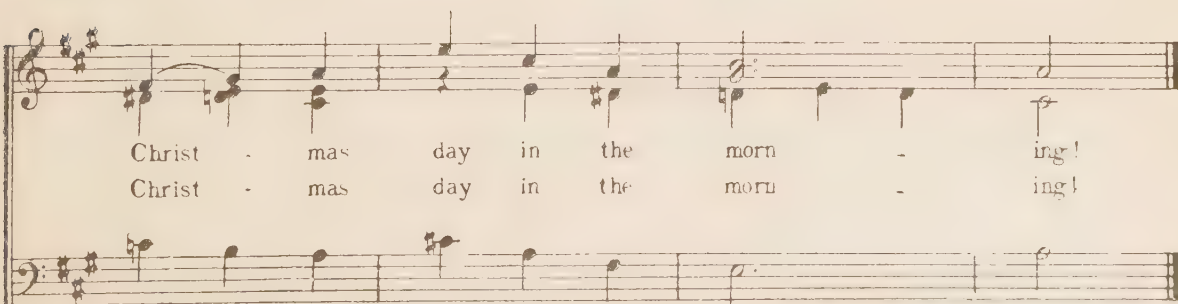
1. Oh, joy - ful car - ols let us sing On
2. Oh, tell the joy - ful news a - gain On



Christ - mas day in the morn - ing! Let
Christ - mas day in the morn - ing! Of



Christ - mas bells glad ti - dings ring On
peace on earth, good will to men, On



Christ - mas day in the morn - ing!
Christ - mas day in the morn - ing!

Humming Bird

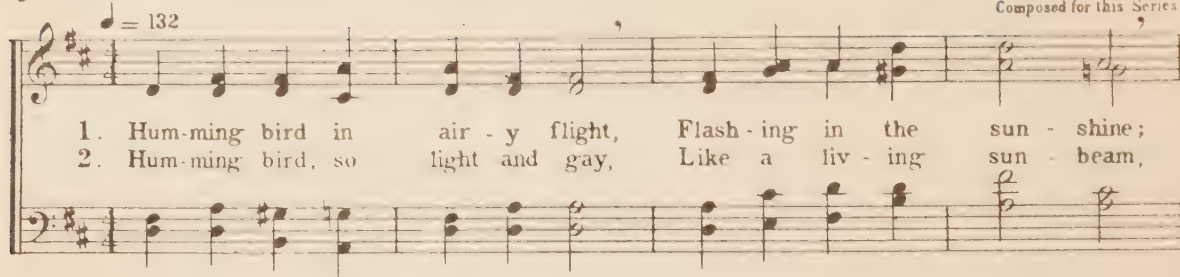
(Book One, p. 101)

Jean Bassett

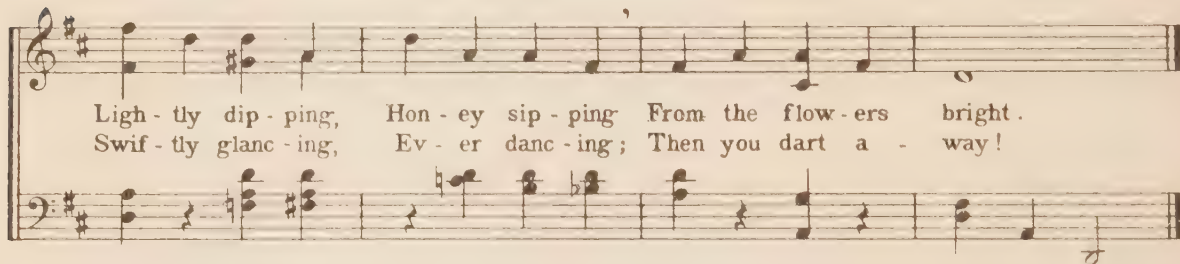
Adolf Weidig

Composed for this Series

$\text{♩} = 132$



1. Hum-ming bird in air - y flight, Flash - ing in the sun - shine;
2. Hum-ming bird, so light and gay, Like a liv - ing sun - beam,



Ligh - tly dip - ping, Hon - ey sip - ping From the flow - ers bright.
Swif - tly glanc - ing, Ev - er danc - ing; Then you dart a - way!

Mud Pies

(Book One, p. 102)

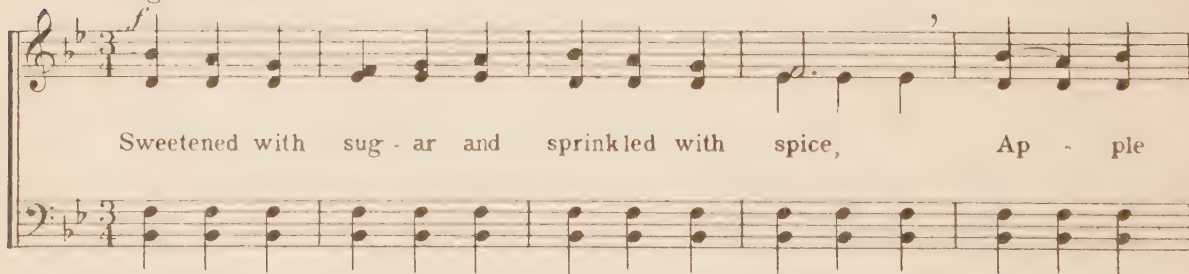
Margaret E. Sangster

Marshall Bartholomew

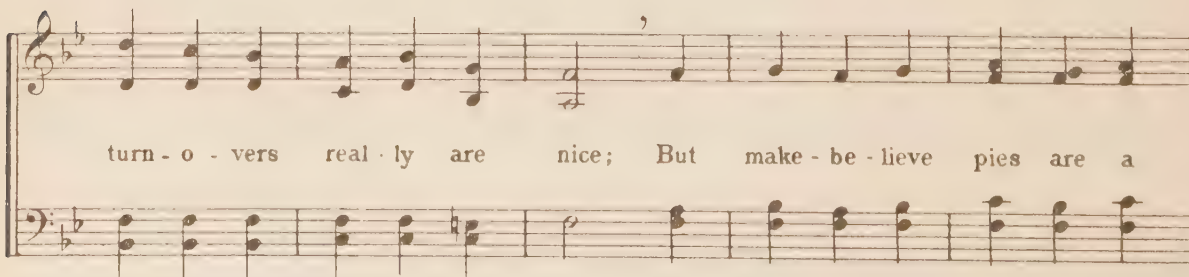
Allegro $\text{♩} = 176$

Composed for this Series

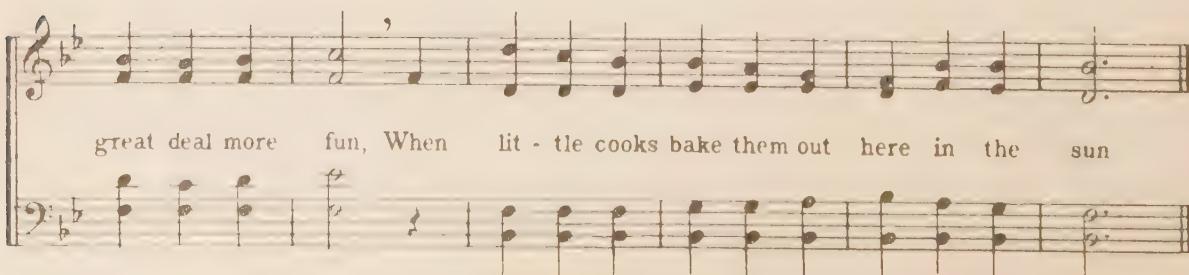
$\text{♩} = 176$



Sweetened with sug - ar and sprinkled with spice, Ap - ple



turn - o - vers real - ly are nice; But make - be - lieve pies are a



great deal more fun, When lit - tle cooks bake them out here in the sun

Rain

Abbie Farwell Brown

(Book One, p. 103)

Folk Song

Briskly ♩ = 116*p*

1. Drip - ping, drop - ping, nev - er stop - ping, Rain, rain,
 2. Drop - ping, drip - ping, ev - er slip - ping, Rain, rain

rain! Run - ning down the win - dow - pane.
 rain! Who has bid you come a - gain?

mf Lit - tle chil - dren want to play; *p* Slip - ping, sli - ding,
 Don't you hear the chil - dren say, Drop - ping, drip - ping,

ev - er gli - ding, Won't you please to go a - way?
 ev - er slip - ping, "Come a - gain an - oth - er day."

The Friendly Star

(Book One, p. 104)

Kate Forman

Charles L. Minturn

$\text{♩} = 144$

1. Sun - ny day fades a - way, Dark-ness falls a - round me;
 2. Shi - ning star, high and far, Look - ing down a - bove me,

While a star, high and far, With its light has found me.
 Clear and bright all the night, Tell me, do you love me?

Hickory, Dickory Dock

(Book One, p. 104)

Mother Goose

English Folk Song

$\text{♩} = 84$

Hick-o - ry, dick-o - ry dock! The mouse ran up the clock! The

clock struck one, the mouse ran down, Hick-o - ry, dick-o - ry dock!

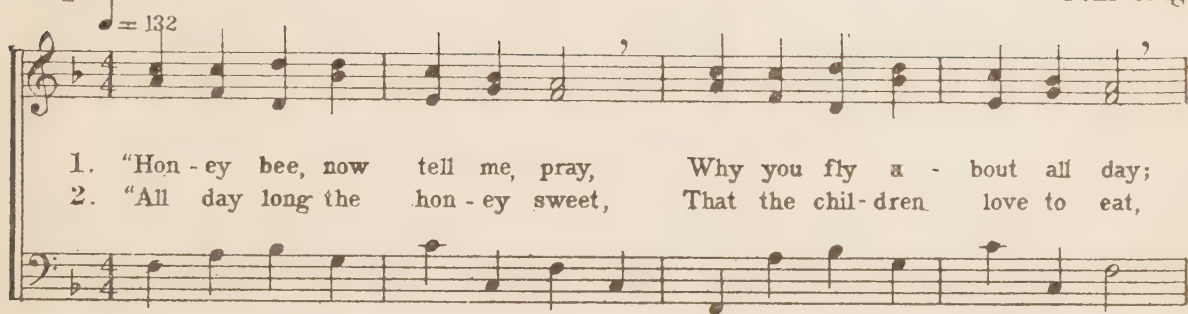
Honey Bee

(Book One, p.105)

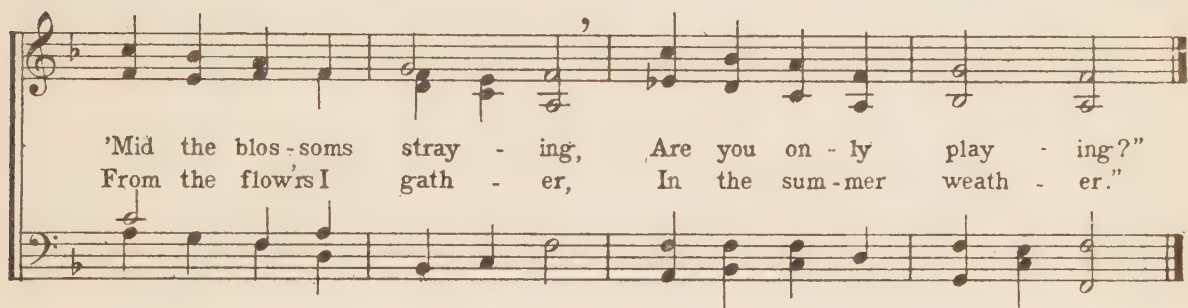
Virginia Baker

Folk Song

$\text{♩} = 132$



1. "Hon - ey bee, now tell me, pray, Why you fly a - bout all day;
2. "All day long the hon - ey sweet, That the chil - dren love to eat,



'Mid the blos - soms stray - ing, Are you on - ly play - ing?"
From the flow'rs I gath - er, In the sum - mer weath - er."

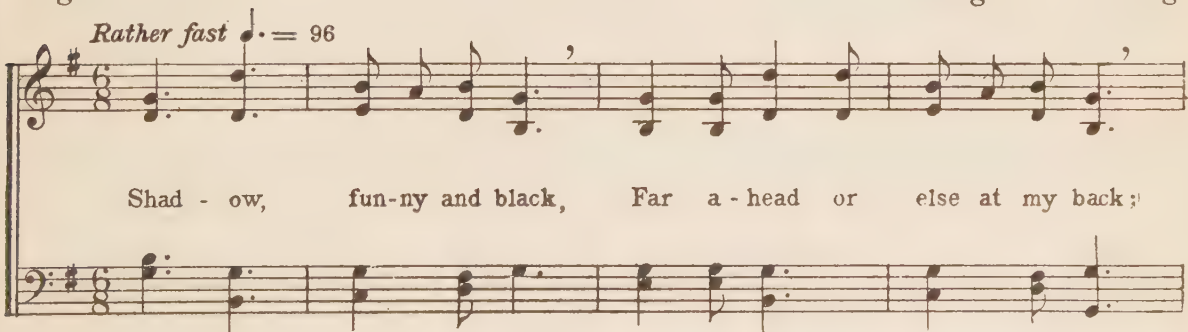
My Shadow

(Book One, p.106)

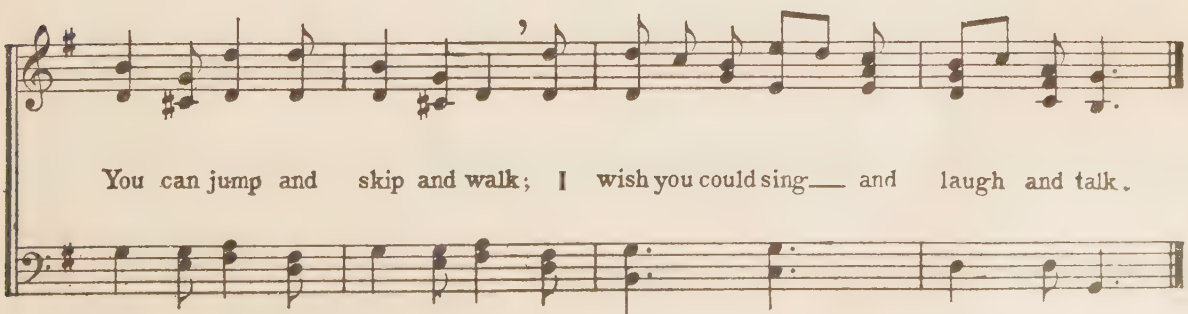
Virginia Baker

English Folk Song

Rather fast $\text{♩} = 96$



Shad - ow, fun - ny and black, Far a - head or else at my back;



You can jump and skip and walk; I wish you could sing— and laugh and talk.

Teddy Bear

(Book One, p. 109)

Virginia Baker

G. A. Grant - Schaefer

Composed for this Series

Moderately $\text{♩} = 84$

mf

Ted - dy Bear Has his lair Un - der John-nie's rock - ing chair.

Ped.

Pray take care, Don't go there, You will have an aw - ful scare.

Ped.

Detailed description: This is a musical score for the song 'Teddy Bear'. It features a vocal line and a piano accompaniment. The key signature has two flats (B-flat and E-flat), and the time signature is 6/8. The tempo is marked 'Moderately' with a quarter note equal to 84 beats per minute. The vocal line starts with a melody in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are: 'Ted - dy Bear Has his lair Un - der John-nie's rock - ing chair. Pray take care, Don't go there, You will have an aw - ful scare.' There are two piano pedals marked 'Ped.' at the end of the first and second musical phrases.

This Morning

(Book One, p. 110)

Clinton Scollard

Marshall Bartholomew

Composed for this Series

 $\text{♩} = 138$

To - day when I got out of bed, "Good morn-ing," to the sun I said. "I'm

glad to see you up," said he, And blink'd his great red eye at me!

Detailed description: This is a musical score for the song 'This Morning'. It features a vocal line and a piano accompaniment. The key signature has two sharps (F# and C#), and the time signature is 4/4. The tempo is marked with a quarter note equal to 138 beats per minute. The vocal line starts with a melody in the treble clef, and the piano accompaniment is in the bass clef. The lyrics are: 'To - day when I got out of bed, "Good morn-ing," to the sun I said. "I'm glad to see you up," said he, And blink'd his great red eye at me!' The piano accompaniment consists of chords and single notes in both hands.

King Baby

247

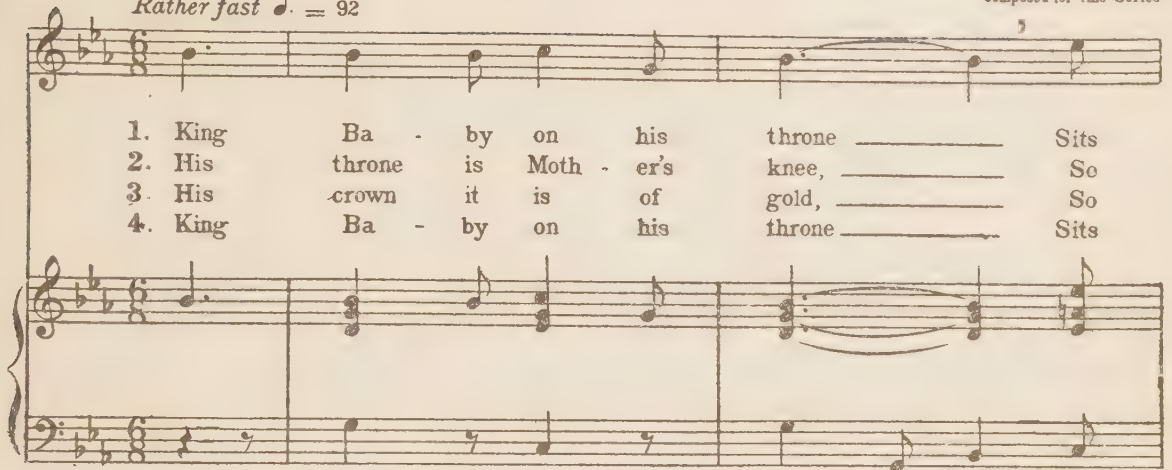
(Book One, p. 112)

Laurence Alma-Tadema

Horatio Parker

Composed for this Series

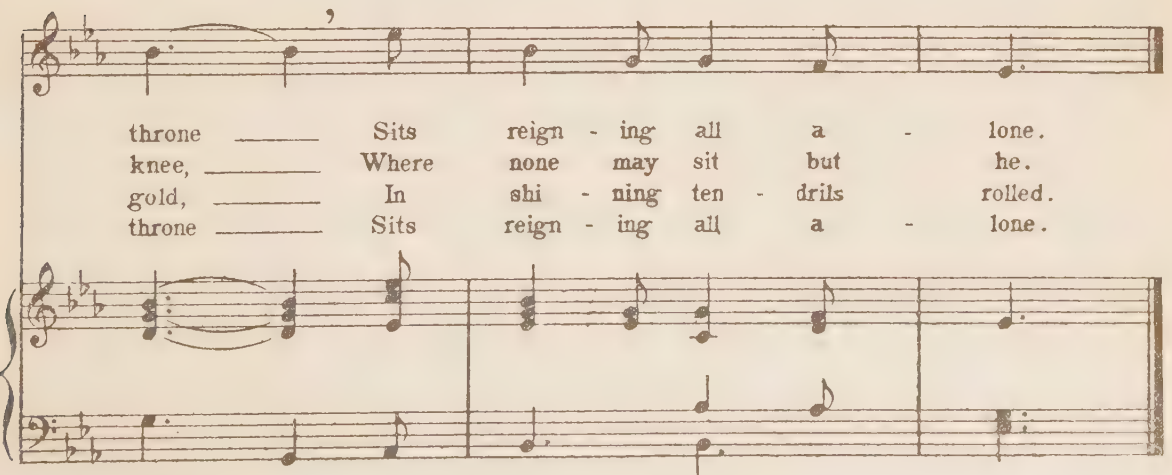
Rather fast ♩ = 92



1. King Ba - by on his throne _____ Sits
 2. His throne is Moth - er's knee, _____ So
 3. His crown it is of gold, _____ So
 4. King Ba - by on his throne _____ Sits



reign - ing O, sits reign - ing O! King Ba - by on his
 ten - der O, so ten - der O! His throne is Moth - er's
 cur - ly O, so cur - ly O! His crown it is of
 reign - ing O, sits reign - ing O! King Ba - by on his



throne _____ Sits reign - ing all a - lone.
 knee, _____ Where none may sit but he.
 gold, _____ In shi - ning ten - drils rolled.
 throne _____ Sits reign - ing all a - lone.

The Gingerbread Man

(Book One, p. 113)

Eva Rowland

Maurice Moszkowski

Composed for this Series

Allegretto con moto $\text{♩} = 84$

f 1. Sing hump - ty dump - ty, dick - er - y dan! Sing hey, and sing ho, for the
eyes are cur - rants shi - ning and black; He's baked in a pan, ly - ing

p gin - ger-bread man! His smile is so sweet and his form is so neat, He has
flat on his back; He comes from the ov - en so glos - sy and brown, He's the

p *legato*

gin - ger-bread shoes on his gin - ger-bread feet, He has gin - ger-bread
lov - li - est gin - ger-bread man in the town, He's the lov - li - est

f shoes on his gin - ger-bread feet. _____ 1
gin - ger-bread man in the town. _____ 2. His

I'll Tell You a Story

(Book One, p. 114)

Mother Goose

Arthur Whiting
Composed for this Series

Lively ♩ = 88

I'll tell you a sto - ry a - bout Ma - ry Mo - rey; And now my sto - ry's be - gun. I'll

The musical notation is in 6/8 time. The treble staff features a melody with eighth and sixteenth notes, while the bass staff provides a harmonic accompaniment with chords and single notes.

tell you an - oth - er a - bout her brother; And now my sto - ry's done. —

The second system continues the melody and accompaniment, ending with a final chord in the treble staff.

Saint Valentine's Day

(Book One, p. 114)

William Shakespeare

Old English Song

Simply ♩ = 72

Good mor - row, 'tis Saint Val - en - tine's day, All in the morn - ing time; — And

The musical notation is in 6/8 time with a key signature of one sharp (F#). The treble staff has a melody with eighth and sixteenth notes, and the bass staff has a steady accompaniment.

I — a maid at your win - dow, To be — your Val - en - tine. —

The second system continues the melody and accompaniment, concluding with a final chord in the treble staff.

Last Night

(Book One, p. 115)

Clinton Scollard

Marshall Bartholomew

Composed for this Series

♩ = 60

Last night, as winds grew col - der, And play'd a mourn - ful tune, _____ Some
one peeped o'er my shoul - der; Who was it but the moon! _____

The Birds' Breakfast

(Book One, p. 115)

Kate Forman

James H. Rogers

Composed for this Series

With spirit, but not too fast *♩ = 84* *mf*

1. When the win - ter's i - cy winds
2. Here's a black - bird, here's a wren,

Well accented

Freeze, freeze, freeze, oh! Hun - gry bird - ies eat to - geth - er,
Oh, oh, oh! Lit - tle chick - a - dees and spar - rows

How they tease, cry - ing, "Please!" Here's your break - fast, lit - tle friends, —
 And a crow in the snow. When the win - ter's i - cy winds —

mp

Come, come, come. Do not scuf - fle, sau - cy blue - jay,
 Cry, cry, cry, Hun - gry bird - ies eat to - geth - er,

cresc. For a crumb; here are some, Here are some.
 Then good - by, see them fly, See them

f

cresc.

f

1

2

fly!

f

Babyland

(Book One, p. 116)

George Cooper

Gabriel Pierné
Composed for this Series

♩ = 72

1. How ma - ny miles to Ba - by - land? A - ny one can tell;
 2. What can you see in Ba - by - land? Lit - tle folks in white;
 3. What do they do in Ba - by - land? Dream and wake and play.
 4. What do they say in Ba - by - land? Why, the odd - est things;

Up one flight, To your right; Please to ring the bell.
 Down - y heads, Cra - dle beds, Fac - es pure and bright.
 Laugh and crow, Shout and grow; Jol - ly times have they.
 Might as well Try to tell What a bird - ie sings.

The Elves and the Shoemaker

(Book One, p. 116)

Florence C. Fox

W. Otto Miessner
Composed for this Series

Lightly ♩ = 88

p

1. Ti - ny tap - ping in the night-time,
 2. Ti - ny stitch - ing in the fire - light,

Ti - ny tap - ping, ti - ny rap - ping; While the cob - bler's
Ti - ny stitch - ing, hours be - witch - ing; Ev - 'ry night his

gen - tly nap - ping Ti - ny elves his shoes 'are tap - ping.
store en - rich - ing, Ti - ny elves his shoes are stitch - ing.

1 Rap - a - tap - tap, Rap - a - tap - tap! 2 rit. Rap - a - tap - tap,

1 Rap - a - tap - tap! 2 rit. pp

The New Soldiers

(Book One, p. 117)

Kate Forman

Edward B. Birge

Composed for this Series

In march time ♩ = 112

1. Oh, who will march with me; — And my drum, drum, drum? Be
 2. Oh, march and work a - way, — As we should, should, should; To
 3. Oh, who will work with me — In the sun, sun, sun? To

rea - dy and be stea - dy, And — come, come, come. There's work — to — do For
 make our ci - ty pret - ty Is — good, good, good. With bu - sy — feet We'll
 keep the green things growing Is — fun, fun, fun. We'll sow — and — hoe, We'll

sol - diers true, Oh — hear our coun - try call - ing boys, For me and you.
 tramp the street, Till — ev - 'ry - where we march a - long Is clean and neat.
 weed and mow; Our — coun - try needs such sol - dier boys, — So go, go, go.

A Baby Sermon

(Book One, p. 118)

George Macdonald

Florence Newell Barbour

Composed for this Series

♩ = 60

*With thought and much feeling**rit.**poco*

The light - ning and thun - der They go — and they come; But the

stars — and the still - ness Are al - ways at home.

The Clock

(Book One, p. 118)

Alice V. L. Carrick

Ermanno Wolf-Ferrari

Composed for this Series

Allegro ♩ = 88

I used to be a - fraid at night, I

nev - er slept a wink; But now I'm brave as a - ny - thing, Be -

cause, what do you think? Last Christ - mas brought a clock to me; It

ticks as loud as loud can be. "Tick - tock," says my clock;

cresc. *f* *p* *stacc.*

This system contains the first two measures of the song. The vocal line starts with a half note 'ticks' followed by a half note 'as loud as loud can be.' The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes. The second measure begins with the vocal line saying 'Tick - tock,' and the piano accompaniment continuing its pattern. Dynamic markings include *cresc.*, *f*, *p*, and *stacc.*

"Go to sleep; watch I'll keep, Tick, Tick, Tock!"

f

This system contains the next two measures. The vocal line continues with 'Go to sleep; watch I'll keep,' followed by a half note rest, then 'Tick, Tick, Tock!' on a half note. The piano accompaniment provides a steady rhythmic accompaniment. A dynamic marking of *f* is present.

It seems so good to see it there, Just

p

This system contains the next two measures. The vocal line has a half note rest followed by 'It seems so good to see it there, Just' on a half note. The piano accompaniment continues with its characteristic rhythmic pattern. A dynamic marking of *p* is present.

hang - ing in its place; It keeps me com - pa - ny and smiles With

This system contains the final two measures of the page. The vocal line continues with 'hang - ing in its place;' followed by a half note rest, then 'It keeps me com - pa - ny and smiles With' on a half note. The piano accompaniment concludes the piece with a final chord. A dynamic marking of *p* is present.

such a pleas-ant face. Why, think, I some-times used to cry, But

now I hear this lul - la - by; "Tick - tock," says my clock;

cresc. *f* *p*
stacc.

"Go to sleep; watch I'll keep, Tick, Tick, Tock!"

f *p*

riten. *a tempo*
f
dim. *ff*

Summer Song

Laura E. Richards

(Book One p.119)

W. R. Cowles

Composed for this Series

Joyfully ♩ = 100

1. Brook, brook, come a - long, Run a - long with me!
 2. Brook, brook, come a - long, Run a - long with me!
 3. Brook, brook, come a - long, Run a - long with me!

The piano accompaniment for the first system is in G major, 2/4 time. It begins with a forte (f) dynamic. The right hand features a melody of eighth and quarter notes, while the left hand provides a simple bass line of eighth notes.

Such a play-mate, gay and bright, You are sure to be.
 Jew-el weed and jim-son weed, Pret-ty things to see!
 Dear-y me, I've tum-bled in, - What a sight to see!

The piano accompaniment for the second system continues the melody and bass line from the first system, maintaining the forte (f) dynamic.

You can dance, I can dance, Both of us can sing;
 You can splash, I can splash, Both of us can sing;
 You are wet, I am wet, Still we both can sing;

The piano accompaniment for the third system includes a piano (p) dynamic marking. It features a melodic line in the right hand and a supporting bass line in the left hand.

Ped.

*

Ti - ri - li, — Ti - ri - li, — Ting, ting, ting!

The piano accompaniment for the fourth system begins with a forte (f) dynamic. It concludes the piece with a final chord in the right hand and a sustained bass note in the left hand.

Strange Lands

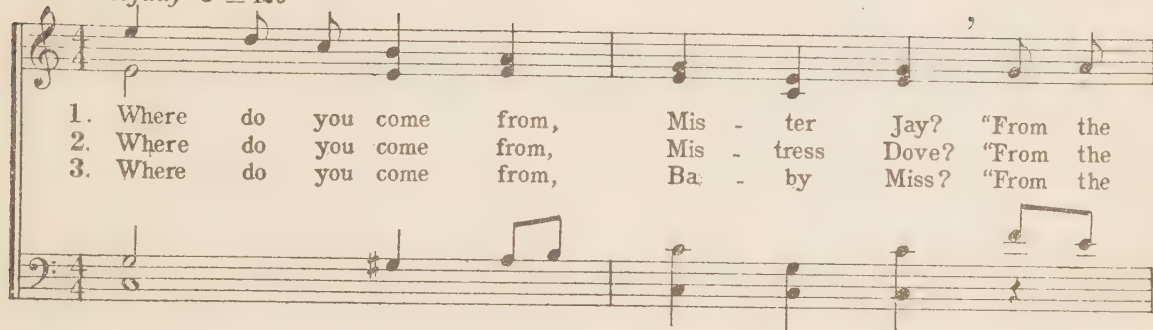
(Book One, p. 120)

Laurence Alma-Tadema

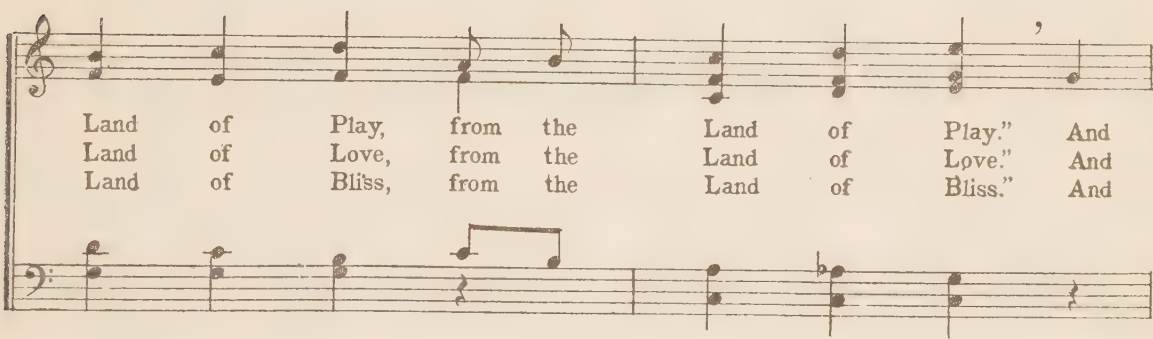
W. Otto Miessner

Composed for this Series

Gracefully ♩ = 120



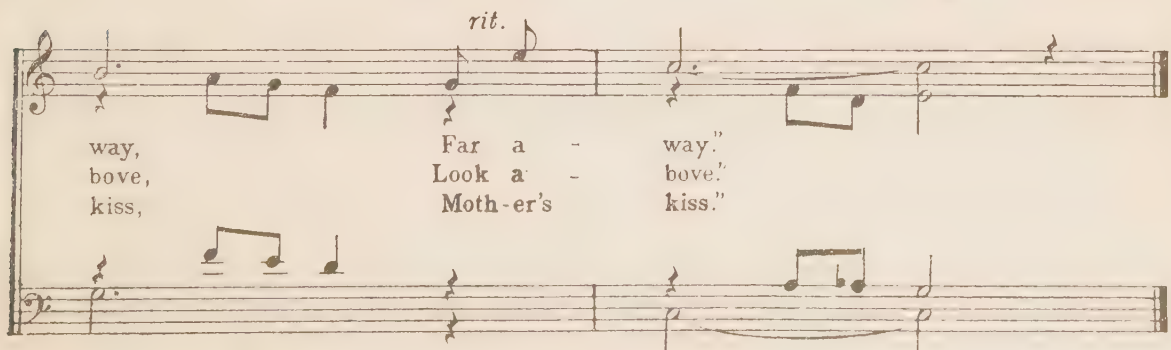
1. Where do you come from, Mis - ter Jay? "From the
 2. Where do you come from, Mis - tress Dove? "From the
 3. Where do you come from, Ba - by Miss? "From the



Land of Play, from the Land of Play." And
 Land of Love, from the Land of Love." And
 Land of Bliss, from the Land of Bliss." And



where can that be, O Mis - ter Jay? "Far a -
 how do you get there, Mis - tress Dove? "Look a -
 what is the way there, Ba - by Miss? "Moth - er's



way, Far a - way."
 bove, Look a - bove."
 kiss, Moth - er's kiss."

The Five Toes

(Book One, p. 120)

From *Chinese Mother Goose Rhymes*

Adolf Weidig

Composed for this Series

$\text{♩} = 144$
p

This lit - tle cow eats grass; This lit - tle cow eats hay;

The first system of musical notation is in G major, 4/4 time. It consists of a treble and bass staff. The treble staff begins with a treble clef, a key signature of one sharp (F#), and a tempo marking of quarter note = 144. A dynamic marking of *p* (piano) is present. The melody is simple, with eighth and quarter notes. The bass staff provides a harmonic accompaniment with chords and single notes.

This lit - tle cow drinks wa - ter; This lit - tle cow runs a - way;

The second system continues the melody and accompaniment. The treble staff shows a continuation of the simple melodic line. The bass staff continues with harmonic support.

cresc.

This lit - tle cow does noth - ing But just lies down all day; We'll

The third system introduces a crescendo marking (*cresc.*) above the treble staff. The melody and accompaniment continue, with the treble staff showing some dynamic markings like *f* (forte) towards the end of the system.

wake her, wake her, wake her, Be - cause she's a - sleep all day.

The fourth system concludes the piece. The treble staff ends with a double bar line. The bass staff continues with the accompaniment.

See, Saw, Sacradown

(Book One, p.121)

Mother Goose

Arthur Whiting

Composed for this Series

Heavily marked ♩ = 138

See, saw, Sac - ra - down, Which is the way to Bos - ton town?

See, saw, Sas - ra - down, Which is the way to Bos - ton town?

One foot up, the oth - er foot down, That is the way to Bos - ton town;

One foot up, the oth - er foot down, That is the way to Bos - ton town.

Lullaby

Christina Rossetti

(Book One, p. 122)

Adam Geibel
Composed for this Series

Andante tranquillo $\text{♩} = 60$

mp

Lul - la-by, oh, lul - la-by! Flow'rs are clos'd and lambs are sleep-ing; Lul - la-by, oh,

mp

lul - la-by! Stars are up, the moon is peeping. Lul - la-by, oh, lul-la-by! While the

p

birds are si-lence keep - ing, Lul-la-by, oh, lul-la-by! Sleep, my ba-by, fall a -

pp

sleep - ing, Lul - la - by!

dim. e rall. *pp*

A Carriage to Ride In

(Book One, p. 123)

Carl Reinecke

Allegretto $\text{♩} = 112$

p

A car - riage to ride in, A horse for be - stri - ding, A

rit. *p a tempo*

pot full of hon - ey, A box for my mon - ey, A doll's house and

kitch - en, What things we'll be rich in! A book, too, to read, What else can we

need? Oh, a flute and a fid - dle, Hey did - dle, did - dle! A

rit *p piu lento*

bell, too, for ring - ing, Kind Christ - mas is bring - ing.

Creep, Mouse, Creep

Old English Rhyme

(Book One, p.124)

W. Otto Miessner

Composed for this Series

Not too slowly ♩ = 126

mp

1. Creep, Mouse, creep! The old cat lies a - sleep; The dog's a - way, The
2. Run, Mouse, run! For sleep-y time is done; The cat's a - wake, For

kit - tens play; Creep! — Creep! — Creep, Mouse, creep!
pi - ty's sake Run! — Run! — Run, Mouse, run!

The Recipe

(Book One, p.124)

George Reiter Brill

Mary Turner Salter

Composed for this Series

Briskly ♩ = 160

mf

Round an' round an' round we go, Round the pan o' bak - ing dough;

Pour mo - las - ses sweet and thin, Put a pinch o' gin - ger in;

But - ter it an' roll. it, an' Put it in an - oth - er pan;

Bake it crisp and brown, and then Out jump twenty ginger men.

O Christmas Tree

(Book One, p. 125)

Nina B. Hartford

Nina B. Hartford

$\text{♩} = 66$
O Christ-mas tree, O Christ-mas tree, The best in all the world to me: With

branch-es green and spread-ing wide. To hold our gifts at Christ-mas tide. O

pret - ty tree, now tell to me The gifts you are hi-ding, what can they be? With

shi - ning lights you're fair to see, O beau-ti - ful, beau - ti - ful Christ - mas tree!

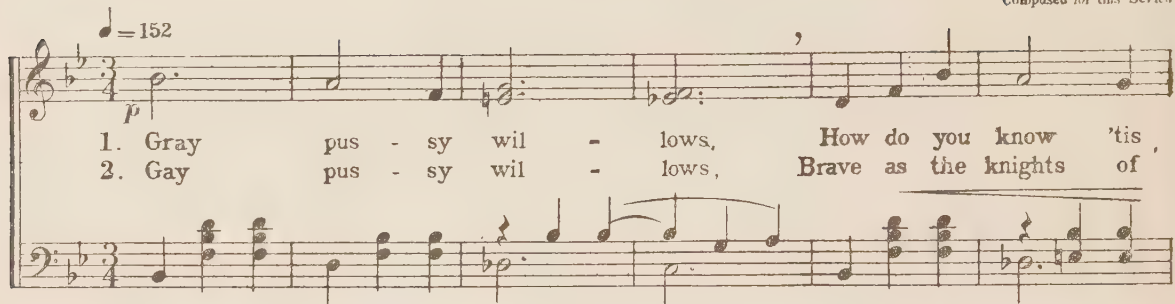
The Pussy Willows

(Book One, p. 126)

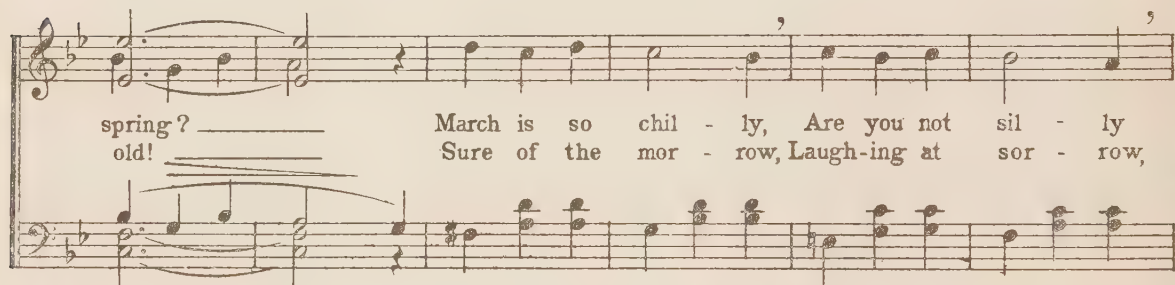
Alice C.D. Riley

Adolf Weidig
Composed for this Series

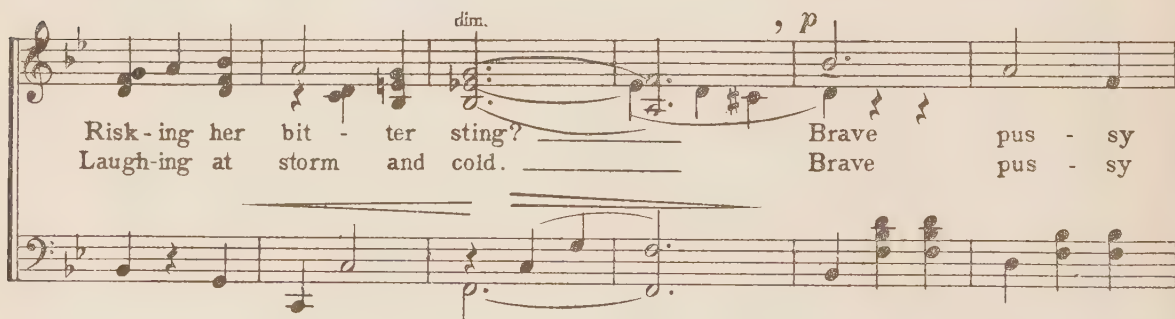
$\text{♩} = 152$



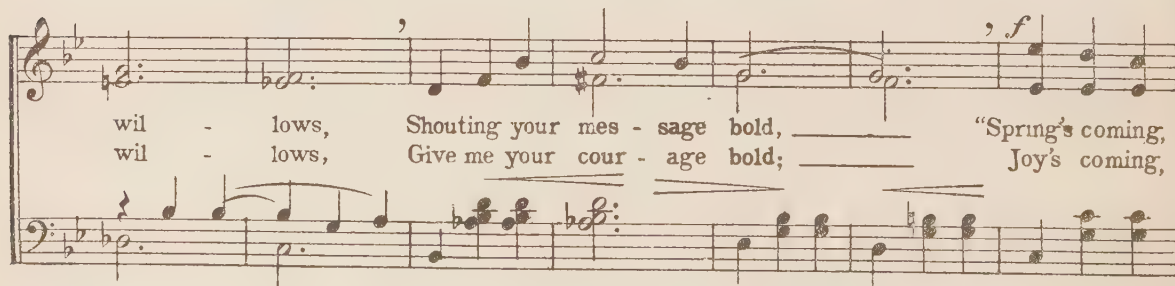
1. Gray pus - sy wil - lows, How do you know 'tis
2. Gay pus - sy wil - lows, Brave as the knights of



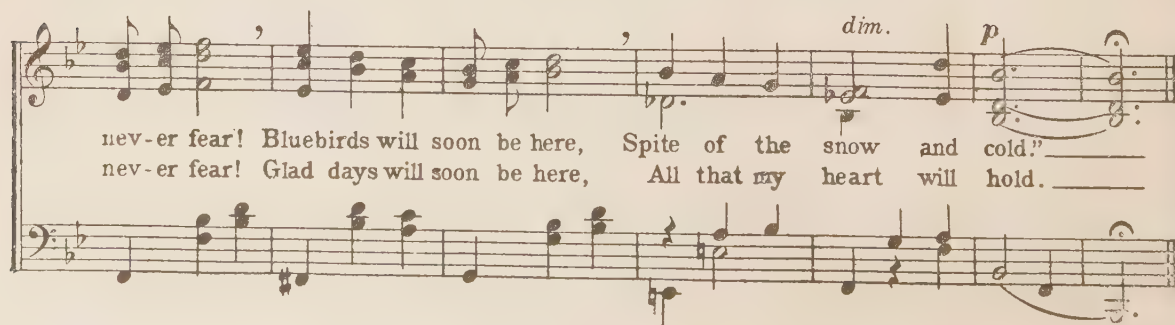
spring? _____ March is so chil - ly, Are you not sil - ly
old! _____ Sure of the mor - row, Laugh-ing at sor - row,



Risk-ing her bit - ter sting? _____ Brave pus - sy
Laugh-ing at storm and cold. _____ Brave pus - sy



wil - lows, Shouting your mes - sage bold, _____ "Spring's coming,
wil - lows, Give me your cour - age bold; _____ Joy's coming,



nev-er fear! Bluebirds will soon be here, Spite of the snow and cold."
nev-er fear! Glad days will soon be here, All that my heart will hold. _____

Wah-wah-tay-see

(Book One, p. 127)

Henry W. Longfellow

Alfred G. Wathall

Composed for this Series

Andante espressivo ♩ = 92

mp

Wah-wah-tay - see, lit - tle fire - fly, Lit - tle flit - ting, white-fire in - sect,

mp

poco rit.

Lit - tle danc - ing, white-fire crea - ture; Light me with your lit - tle can - die

poco rit.

a tempo *mp* *ritard e dim.*

Ere up - on my bed I lay me, Ere in sleep I close my eye - lids! —

ritard e dim. *p* *pp*

Old Chang, the Crab

From *Chinese Mother Goose Rhymes* (Book One, p.127)

W. Otto Miessner
Composed for this Series

$\text{♩} = 132$

Old Mis-ter Chang, I have oft heard it said,

The musical score for 'Old Chang, the Crab' is in 4/4 time with a key signature of one sharp (F#). It begins with a tempo marking of 132 beats per minute. The first system shows a treble staff with a melody starting on a quarter rest, followed by eighth and sixteenth notes, and a bass staff with a simple accompaniment of quarter notes. The lyrics 'Old Mis-ter Chang, I have oft heard it said,' are written below the first staff.

You wear a bas-ket on your head. You've two pairs of scissors to cut your meat, And

The second system continues the melody and accompaniment. The lyrics 'You wear a bas-ket on your head. You've two pairs of scissors to cut your meat, And' are written below the first staff.

two pairs of chop-sticks with which you eat, with which you eat.

The third system concludes the piece. The lyrics 'two pairs of chop-sticks with which you eat, with which you eat.' are written below the first staff.

The Pink Pig

Dora H. Stockman

(Book One, p.128)

Marshall Bartholomew
Composed for this Series

$\text{♩} = 144$

mf Pig-gy wiggy, piggy wig, Twist your tail; Piggy wiggy, curl it up On a rail.

The musical score for 'The Pink Pig' is in 4/4 time with a key signature of one sharp (F#). It begins with a tempo marking of 144 beats per minute. The first system shows a treble staff with a melody starting on a quarter rest, followed by eighth and sixteenth notes, and a bass staff with a simple accompaniment of quarter notes. The lyrics 'Pig-gy wiggy, piggy wig, Twist your tail; Piggy wiggy, curl it up On a rail.' are written below the first staff.

You're so pink and pret-ty now, I wonder, when you're big, If you will wallow in the mud Like

The second system continues the melody and accompaniment. The lyrics 'You're so pink and pret-ty now, I wonder, when you're big, If you will wallow in the mud Like' are written below the first staff.

cresc.

a - ny oth - er pig-gy wig-gy, pig-gy wig-gy, wig; Like a - ny oth - er pig!

The Squirrel in the Snow

(Book One, p. 129)

Kate Forman

Jessie L. Gaynor

Composed for this Series

Gayly ♩ = 92

1. A squirrel a-woke with the first day-light; He found the world all
2. He ran to his home in the hol-low tree; He brought his break-fast

soft and white; What did he do? He frisked in the snow-drifts
out, you see; How do I know? His dear lit-tle foot-prints

just — like you, So ear-ly there in the morn-ing.
tracked the snow With nut-shells there in the morn-ing.

Happy New Year

(Book One, p.129)

Clifton Scollard

French Folk Song

f $\text{♩} = 76$

1. Hark! Hark! Hark, thro' the dark Sounds are steal - ing, Bells are peal - ing!
 2. Hear! Hear! Hear, far and near, Chimes are ring - ing, Bells are fling - ing

Swing! Swing! Swing as they ring New Year greetings un - to all!
 Cheer, Cheer, Cheer thro' the year; Hap - py New Year un - to all!

Our Friends the Shadows

(Book One, p.130)

Alice C. D. Riley

French Folk Song

Quietly $\text{♩} = 138$ *pp* *mf*

1. When at eve the set - ting sun Paints the west, All the lit - tle
 2. When I go to bed at night Then I see, While mam-ma puts

pp *mf*

shad - ows run Home to rest; Off a - cross the grass go danc - ing,
 out the light, Si - len - tly, How the shad - ows come a - creep - ing

rall. *ten.*

In - to nooks and crannies glanc - ing. Scam - per lit - tle shad - ows home to rest!
 To the cham - ber where I'm sleep - ing, Creep in - to my bed and com - fort me.

Dance, Dance Baby

(Book One, p. 130)

Laurence Alma-Tadema

Horatio Parker

Composed for this Series

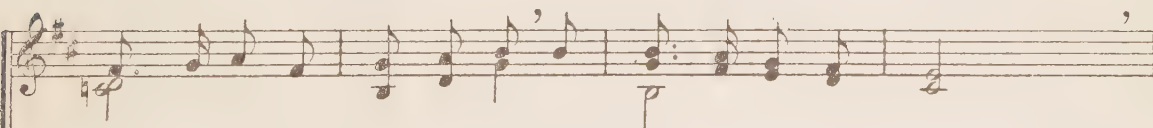
$\text{♩} = 80$



Dance, dance, ba - by, All the world is ours!



We may gaze at all the stars, Smile at all the flowers:



All the birds are ours to feed, The sun's be-hind the showers;



Dance, dance, ba - by, All the world is ours!



Wee Willie Winkie

(Book One, p. 131)

W. Miller

Arthur Whiting

Composed for this Series

Lively ♩ = 152

Wee Wil-lie Wink-ie runs thro' the town, Up-stairs and downstairs in his night-gown.

Tap-ping at the win-dow, cry-ing at the lock, "Are the babes in their beds, for it's

ritard *very slowly*

now ten o'-clock? Are the babes in their beds, for it's now ten o' - clock?"

Benediction

(Book One, p. 132)

George Reiter Brill

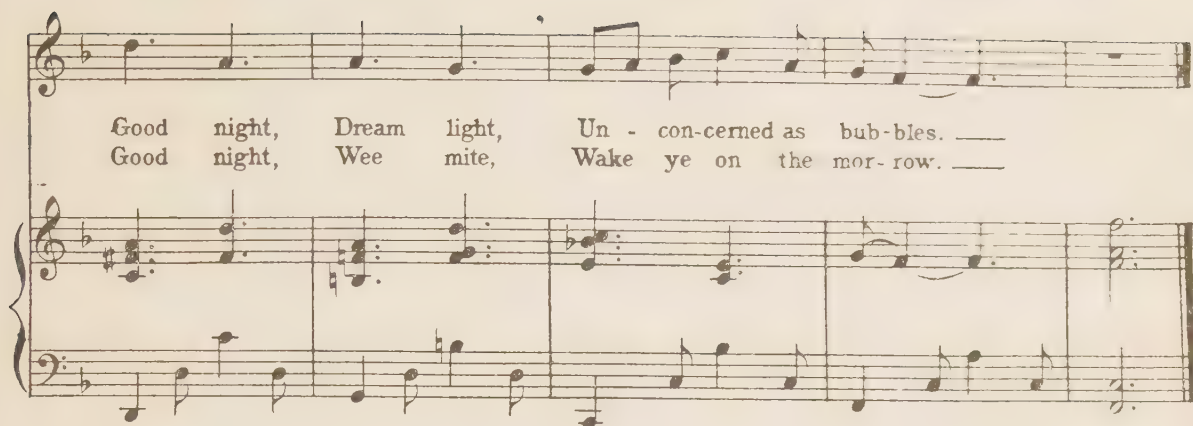
Mary Turner Salter

Composed for this Series

Quietly ♩ = 60
p

1. Good night, Sleep tight, Dream a - way thy troub-les. —
2. Good night, Star - bright, Rest ye from thy sor - row. —

p



Good night, Dream light, Un - con-cerned as bub-bles. —
 Good night, Wee mite, Wake ye on the mor-row. —

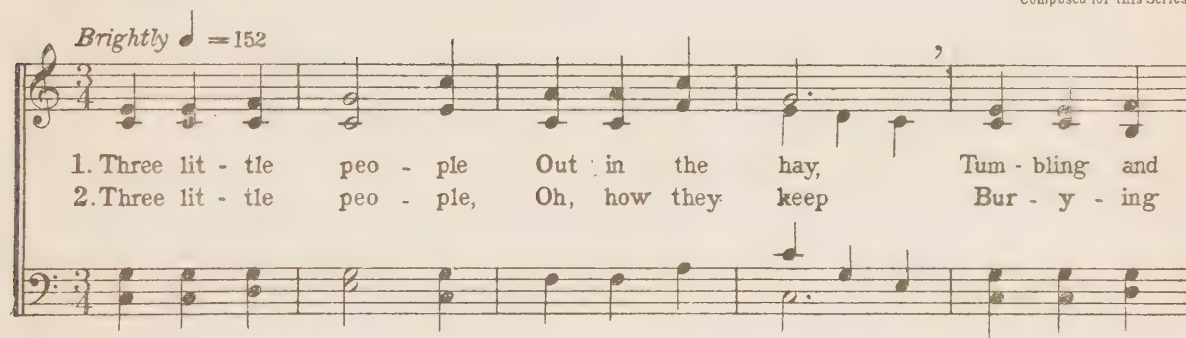
Making the Hay

(Book One, p. 132)

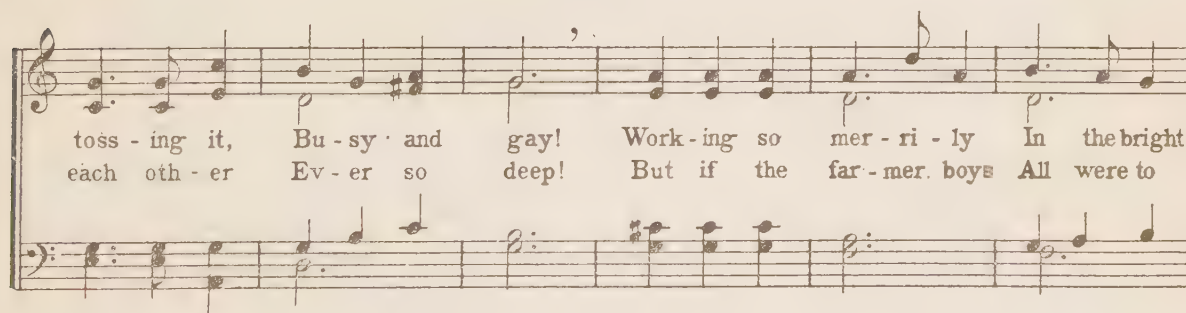
Clifton Bingham

Bruno Huhn
 Composed for this Series

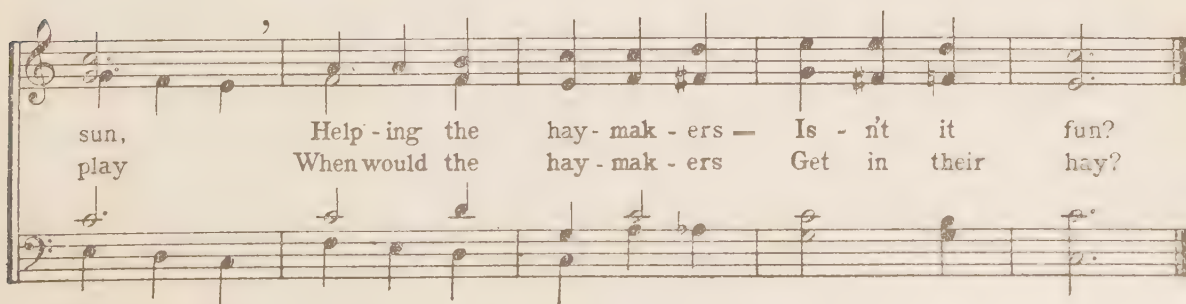
Brightly ♩ = 152



1. Three lit - tle peo - ple Out in the hay, Tum - bling and
 2. Three lit - tle peo - ple, Oh, how they keep Bur - y - ing



toss - ing it, Bu - sy and gay! Work - ing so mer - ri - ly In the bright
 each oth - er Ev - er so deep! But if the far - mer boys All were to



sun, Help - ing the hay - mak - ers — Is - n't it fun?
 play When would the hay - mak - ers Get in their hay?

Winter Roses

(Book One, p. 133)

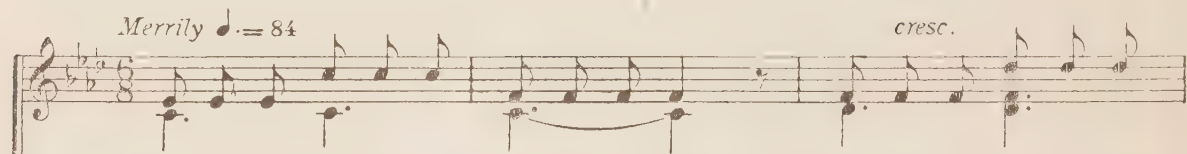
From *The Youth's Companion*

Mrs. Crosby Adams

Composed for this Series

Merrily ♩ = 84

cresc.



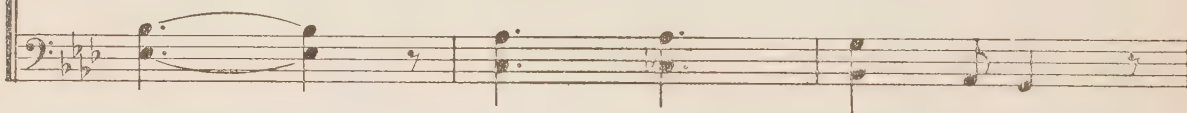
Take a deep snowdrift and three lit - tle boys,

Mix them to - geth - er with



laugh-ing and noise,

Rub them, and roll them, and keep them a - stir And



ve - ry well heat-ed with wool - en and fur; Then six lit - tle cheeks and



three lit - tle no - ses Will bloom in the snowdrift like mid - sum - mer ro - ses.



The Caterpillar and the Bee

275

Bertha Remick

(Book One, p. 134)

Bertha Remick

Composed for this Series

Allegretto ma non troppo $\text{♩} = 108$ *mf*

1. Said the stri-ped cat - er - pil - lar to the black and yel - low bee, "Our
stri-ped cat - er - pil - lar said the black and yel - low bee, "In -

mf

col - ors are al - most the same, And yet I do not see When
deed our col - ors are the same, You look a lot like me. If

2nd stanza a little slower

rit.

both our coats are made of fuzz, You are the on - ly one to buzz! To bzzzz, to
you'll grow wings as well as fuzz, So you can fly, why then you'll buzz! You'll bzzzz, you'll

ff

bzzzz, to bzzzz bzz!" 2. To the bzz!"
bzzzz, you'll bzzzz

A Frown and a Smile

(Book One, p.135)

Mary Bailey

W. Otto Miessner

Composed for this Series

Fast ♩ = 160

f *p*

Who comes here? If a frown I say, "There

f

is no room for you to stay; No room for two up - on one face; A

smile al - rea - dy has the place."

f

A Riddle

(Book One, p.135)

Maud Wilder Goodwin
From the German

German Folk Song

$\text{♩} = 88$



1. A wee man in the wood Stands as still as stone, A
2. Up - on one leg he stands In the deep dark wood; He



cloak of pur - ple hue O'er his shoul - ders thrown.
wears up - on his head Such a queer black hood.



Tell me now if you can see Who this lit - tle man may be,
Tell me now if you can see Who this lit - tle man may be,



In his pur - ple cloak Stand - ing all a - lone.
With his hood and cloak In the deep dark wood.

* Answer, A Mushroom

The Lonely Wind

(Book One, p. 136)

Alice C. D. Riley

Joseph Rheinberger

Andantino $\text{♩} = 80$

1. Oft when night is fall - ing, Au - tumn night is
 2. South the birds go fly - ing, South to sum - mer
 3. Down the chim - ney creep - ing, While the folk are

pp

fall - ing, Mis - ter Wind goes call - ing, Call - ing
 by - ing; Mis - ter Wind keeps sigh - ing, "Whith - er
 sleep - ing, Mourn - ful - ly he's weep - ing, Sad and

low. Seems so sad and friend - less, Com - fort - less and
 blow? Friends of bloom and feath - er Past and gone for -
 low. While the rain is fall - ing Hear him sof - tly

mf

friend - less On his quest so end - less, O!
 ev - er, I shall see them nev - er, O!"
 call - ing, Down the world go call - ing, O!

Red.

The Firefly

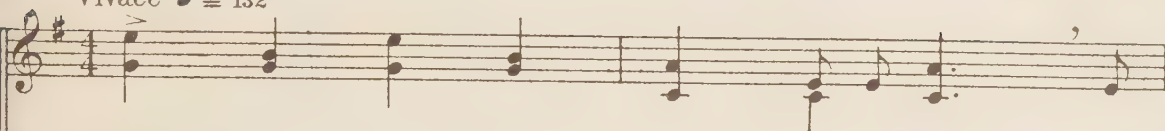
(Book One, p. 136)

From *Chinese Mother Goose Rhymes*

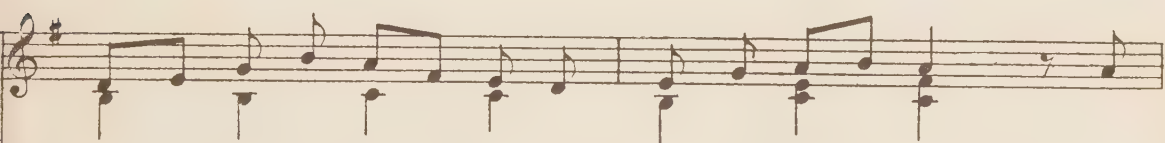
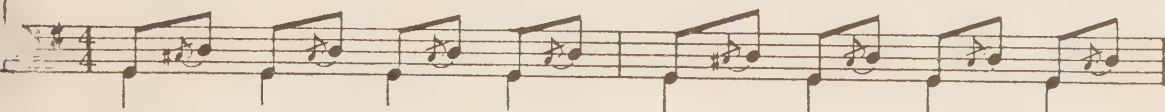
Jessie L. Gaynor

Composed for this Series

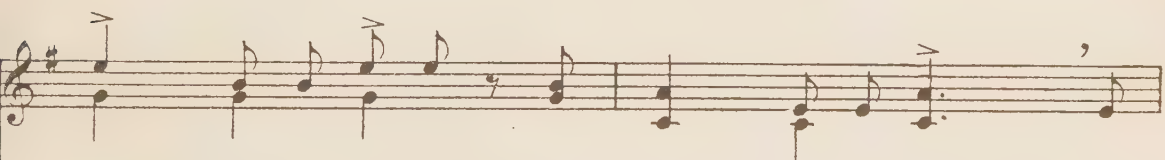
Vivace ♩ = 132



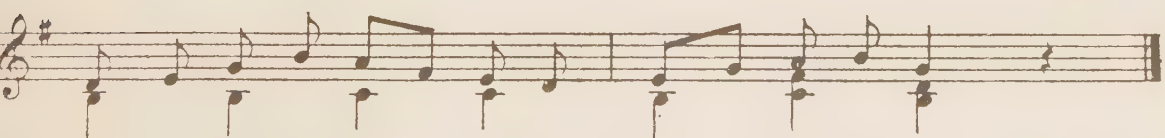
Fire - fly, fire - fly, Come from the hill; Your



fa - ther and moth - er. Are wait - ing here — still; They've



brought you some sug - ar, Some can - dy and meat; Come



quick - ly or I'll give it to ba - by to eat.



Hidden Treasures

(Book One, p. 137)

From *The Youth's Companion*

James H. Rogers

Composed for this Series

Moderato. grazioso ♩ = 66

p

1. Lit - tle peo - ple, do you know
2. Do you know what, se - crets deep
3. Lit - tle peo - ple, do you know

What is un - der - neath the snow?
All the woods of win - ter keep?
Feb - ru - ar - y soon will go?

Flow - ers pink and blue and white;
Ah, the dar - ling lit - tle things
Then will come the sun - ny spring,

Crim - son tu - lips all a - glow
Down be - low the snowbank's heap!
When the snows will melt, and oh,

In their roots are fol - ded tight,
Fern leaves cur'd in ti - ny rings,
How the mea - dow brooks will sing,

Till the mer - ry south winds blow.
Vio - let ba - bies fast a - sleep.
And the daf - fo - dil - lies blow!

Last time

The Robin

(Book One, p. 138)

Horatio Parker

Composed for this Series

Not fast $\text{♩} = 144$

p

1. There came to my win - dow one morn - ing in spring A
2. Her wings she was spread - ing to soar far a - way; Then

sweet lit - tle rob - in, she came there to sing, She
rest - ing a mo - ment, seemed swee - tly to say, Seemed

came there to sing, she came there to sing. The
swee - tly to say, seemed swee - tly to say, "Oh,

tune that she sang, it was pret - ti - er far Than
hap - py, how hap - py this world seems to be! A-

ev - er was heard on the flute or gui - tar.
wake, lit - tle girl, and be hap - py with me!"

What I Like

(Book One, p. 139)

Wilhelmina Seegmiller

George W. Chadwick

Composed for this Series

With animation ♩ = 80

The first system of the song features a vocal melody in G major, 2/4 time, with a tempo of 80 beats per minute. The melody is marked 'With animation'. The lyrics are: 'I — like to ride on a load of hay, To tramp in puddles on a rain - y day; To'. The piano accompaniment consists of a simple harmonic pattern in the right hand and a bass line in the left hand.

The second system continues the vocal melody and piano accompaniment. The lyrics are: 'swing and swing on the garden gate, And when there's company to sit up late. I'. The piano accompaniment maintains the same harmonic pattern.

The third system continues the vocal melody and piano accompaniment. The lyrics are: 'like high up in the trees to climb, To eat sug-ar cookies, six or sev'n at a time. But'. The piano accompaniment maintains the same harmonic pattern.

The fourth system concludes the song. The vocal melody ends with a fermata. The lyrics are: 'some things I like it's best not to do, So I can't do all — that I like, — can you?'. The piano accompaniment also ends with a fermata. The tempo is marked 'rall.' (rallentando).

Farmyard Song

(Book One, p. 140)

Edvard Grieg

Allegro leggiero ♩ = 144

p

Come out, snow-white lamb-kin, Come out, calf and cow, Come, Puss, with your kitten, The sun's shining

pp ten. ten. rit.

now! Come out, yellow duckling, Come out, downy chickling, That scarcely can sprawl, Come out at my

pp *rit.*

Ed. * *Ed.*

a tempo

call! Come, pigeons a-coo-ing, Fly out for your wooing! The dew's on the grass, Come out ere it

a tempo.

rit.

pass! For soon, too soon, the summer it passes, And call but autumn, Be - hold — him!

Thanksgiving Day

(Book One, p. 141)

Jean Bassett

French Folk Song

Brightly ♩. = 96

The air with frost is crisp and clear, The au-tumn crops are

gath-ered, And all a-round is joy and cheer For sum-mer's work is

o'er. The ap-ples are red, Pump-kins are gold, Tur-keys are

fat-ter than e'er be-fore. The feast has been spread Just as of

old; Thanks-giv-ing day has come once more, Hur-rah!

America

(Book One, p.142)

Samuel F. Smith

Henry Carey

$\text{♩} = 88$

1. My coun - try! 'tis of thee, Sweet land of
 2. My na - tive coun - try, thee, Land of the
 3. Let mu - sic swell the breeze, And ring from
 4. Our fa - thers' God, to Thee, Au - thor of

lib - er - ty, Of thee I sing; Land where my
 no - ble free, Thy name I love; I love thy
 all the trees Sweet Free - dom's song; Let mor - tal
 lib - er - ty, To Thee we sing; Long may our

fa - thers died, Land of the Pil - grims' pride,
 rocks and rills, Thy woods and tem - pled hills;
 tongues a - wake, Let all that breathe par - take,
 land be bright With Free - dom's ho - ly light;

From ev - ry moun - tain side Let free - dom ring.
 My heart with rap - ture thrills Like that a - bove.
 Let rocks their si - lence break, The sound pro - long.
 Pro - tect us by Thy might, Great God, our King.

GLOSSARY OF ITALIAN MUSICAL TERMS

WITH THEIR ENGLISH EQUIVALENTS

- A tempo.** In time.
Accelerando, accel. Accelerating the tempo.
Allegretto. Diminutive of *allegro*. With animation, but not so fast as *allegro*.
Allegretto grazioso. Somewhat animatedly, gracefully.
Allegro. Joyously, gayly, cheerfully.
Allegro moderato. Moderately fast.
Andante. Literally, to walk. A leisurely tempo.
Andante con moto. Rather slowly, but with animation.
Andantino. Diminutive of *andante*. Strictly speaking, faster than *andante*, although sometimes employed to indicate a slower movement.
Animato. Animatedly.
Ben moderato. Very moderately.
Colla voce. With the voice.
Con moto. With motion, animatedly.
Crescendo, cres., cresc. Increasing in loudness.
Da capo, D. C. Repeat from the beginning.
Diminuendo, dim. Diminishing in loudness.
E. And. Before a vowel, *ed*.
Espressivo, espress. With expression.
Fine. The end.
Forte, f. Loud.
Fortissimo, ff. Superlative of *forte*, very loud.
Giocoso. Jocosely.
Legato. Sustained, smoothly.
Leggiero, legg. Lightly, nimbly.
Lento. Slowly.
Ma non troppo. But not too much.
Marcato, marc. Marked, accentuated.
Mezzo forte, mf. Half loud.
Misterioso. Mysteriously.
Moderato. Moderately.
Molto. Much.
Pianissimo, pp. Superlative of *piano*. Very softly.
Piano, p. Softly.
Più lento. More slowly.
Poco. Somewhat, a little.
Poco a poco. Little by little.
Presto. Very quickly.
Rallentando, rall. Gradually becoming slower.
Ritardando, ritard., rit. Gradually becoming slower.
Ritenuto, riten. Held back.
Sforzando, sfz., sf. Accented.
Simile. Similarly.
Staccato, stacc. Detached.
Stringendo, string. Hastening or crowding the tempo.
Tempo. Rate of speed.
Tenuto, ten. Held, sustained.
Tranquillo. Tranquilly.
Vivace. Vivaciously.

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